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A STUDY OF THE LEISURE-TIME ACTIVITIES  
OF 618 MONTANA HIGH SCHOOL FRESHMEN

by

JEROME M. KOVIS

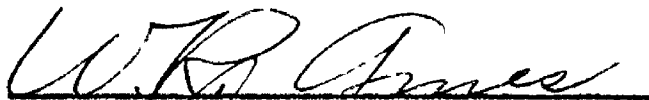
B. S., COLLEGE OF GREAT FALLS, 1950

Presented in partial fulfillment  
of the requirements for the degree of  
Master of Arts

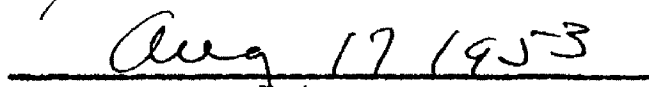
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## CHAPTER I

### INTRODUCTION, BACKGROUND, THE PROBLEM, PROCEDURE, AND ORGANIZATION OF THE STUDY

The National Education Association published its Seven Cardinal Principles of Education<sup>1</sup> in 1918. "Training for Worthy Use of Leisure" is one of these principles. Whether boys and girls have been instructed so they can discriminate between the enjoyments that enrich and enlarge and those which degrade and dissipate has been the subject of much literature since the publication of this principle.

#### I. Background

HISTORY OF AMERICAN LEISURE. The present widespread interest in ways and means of enjoying leisure is a striking contrast to earlier attitudes toward leisure and its uses. In early colonial times, the colonists and pioneers lived in a world in which leisure and sport were as far as possible forced into the background. It is easy for the present generation to exaggerate the lack of pleasurable recreation of earlier days. The fact that Americans were an out-of-doors people struggling for

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<sup>1</sup> U. S. Bureau of Education, "The Cardinal Principles of Secondary Education", Bulletin No. 34, (Washington, D. C.: Government Printing Office, 1918) p. 15.

for a livelihood does not mean that they were unable to secure many of the thrills of sport while engaged in this struggle. Hunting and fishing can furnish exciting moments even when followed as a means of livelihood. The hardships of pioneer conditions cannot entirely erase the attractions of camping and lure of open spaces. Daily toil frequently furnished occasions for neighborhood play. Corn huskings, barn raisings, quiltings, and tests of skill and strength are examples of activities that were popular at that time.

During the early half of the nineteenth century, Americans still held to many of the leisure activities of colonial time. Neither wealth nor leisure existed in sufficient measure to make possible much emphasis upon leisure-time activities. In his summary of nineteenth century leisure activities, Steiner gives a list of clubs interested in sports.

As early as 1830 the Cincinnati Angling Club was organized and similar fishing clubs were formed in other cities about the middle of the century. In 1831 the Sportsmen's Club of Cincinnati carried on competitive shooting at wild pigeons and quail released from ground traps. The New York Yacht Club was organized in 1844 and conducted annual regattas. The Knickerbocker Baseball Club was established in New York in 1845 and by 1848 there was a sufficient number of baseball players to form a National Association of Baseball Players. Ice skating became popular in northern cities in the fifties.<sup>2</sup>

As the century advanced, sports and amusements made greater headway. During the years following the Civil War, popular interest in sports became more widespread. The first professional baseball game was witnessed by 10,000 New Yorkers in 1836.<sup>3</sup> In 1875 roller skating was

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<sup>2</sup> Jesse Fredrick Steiner, Americans at Play (New York: McGraw-Hill Book Company, Inc., 1933), p. 5.

<sup>3</sup> Ibid., p. 7.

introduced into America and soon gained widespread popularity. It is estimated that \$20,000,000 were invested in roller skating properties by the year 1887.<sup>4</sup> American contestants entered and won a majority of the events of the first modern Olympics held in Athens in 1896. Football and baseball were well entrenched before the end of the century while golf and tennis had gained a foothold before 1900.

The rise of modern recreation began in the latter part of the nineteenth century and has accelerated to the present day. As American industry expands, urbanization advances; as machinery improves, specialization increases; as specialization increases, routine tasks become the common lot of workmen; with routine tasks, monotony becomes a significant factor. Along with this, the hours of labor are reduced, so that more leisure is available at the close of the working day. The purchasing power of the American public, a factor influencing use of leisure-time, is apparent from recent studies of family budgets and from the extraordinary consumption of commodities formerly beyond the means of all except the high classes.

An analysis of literature written on leisure-time activities shows that American recreation is dominated by the automobile, the moving picture, the radio and competitive sports organized on a grand scale. Recent trends show that fraternal organizations, churches, municipal, state, and federal governments are taking an active part in promotion and organization of leisure-time activities. The National Recreation Association established in 1906 has taken the lead in all areas of research and promotion of leisure-time activities.

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<sup>4</sup> Steiner, Loc. cit.

RELATED RESEARCH. In reviewing related research, a fact of some significance stands out. The great bulk of material was written during or shortly after the depression years. Lies<sup>5</sup> points out that from a population of 17,209,000 children between seven and thirteen years of age in 1930, about five per cent were not attending school at all and that more than six million children between five and seventeen were not enrolled in any school. Millions of youth had nothing but free time on their hands. Lies concludes that the school cannot do the whole job of educating for leisure:

The home, the church, commercial amusements, advertising, general reading, the movies, dance halls, the roadhouses, the poolrooms, the radio, neighborhood and community tone, the public libraries, art institutes and museums, the voluntary and recreational and the municipal recreation agencies—all of these are educational forces. It is imperative that they cooperate.<sup>6</sup>

Witherspoon<sup>7</sup> contends high schools are orientated toward the education of boys, thus limiting the value of secondary education for girls. Using this as an hypothesis, she devotes her study to girls. She noted total participation in gossiping and visiting, two activities that are out of control of the school. The three reading characteristics of the girls in her study were those of comedy, love, and thrills. These

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<sup>5</sup> Eugene T. Lies, The New Leisure Challenges the School, (New York: National Recreation Association, 1933), p. 26.

<sup>6</sup> Ibid., p. 269.

<sup>7</sup> Edna Witherspoon, "A Study of Leisure Time of High School Girls", (unpublished master's thesis, Indiana University, Bloomington, 1930), p. 4.

three totaled 56.6 per cent of all the choices.<sup>8</sup> She lists ten rules to be followed in building good reading habits and taste.<sup>9</sup>

Jayne<sup>10</sup> reports that junior high school children engage in hobbies more than any other form of activity. Her study is pointed toward the relationships of leisure to juvenile delinquency and crime. By using case studies obtained from the Oklahoma City Police files, she attempts to show the effects of leisure on juvenile delinquency. The conclusion is that recreation must be made more attractive than crime.<sup>11</sup>

In 1933, over a period from May 15 to August 31, the National Recreation Association made a questionnaire study of the leisure-time activities of 5,000 individuals, to determine:

"(1) What people are doing in their free time, either occasionally or often, (2) what changes have occurred in the use of their free time during the past year or so, and (3) what they would really enjoy doing if the opportunity were afforded."<sup>12</sup>

The activities that these 5,000 people reported totaled 126,442, or an average of twenty-five activities per person. Of these, twelve were home activities and thirteen were outside activities. The most frequent

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<sup>8</sup> Witherspoon, Ibid., p. 40.

<sup>9</sup> Ibid., pp. 65-68.

<sup>10</sup> Lind H. Jayne, "A Survey of the Leisure-Time Activities of 360 Children", (unpublished master's thesis, Teacher's College, New York, 1936), p. 28.

<sup>11</sup> Ibid., p. 43.

<sup>12</sup> National Recreation Association, "The Leisure Hours of 5,000 People, Report of a Study of Leisure-Time Activities and Desires", (The Association, 315 Fourth Avenue, New York, 1933), p. 1.



activities were as follows, in order of their frequency of participation: reading newspapers and magazines, listening to the radio, reading fiction, conversation, reading non-fiction, auto riding for pleasure, visiting or entertaining others, attending movies, swimming, writing letters. The most common type of leisure activity was some form of home activity that is inexpensive, indoor, individual, quiet, or passive.<sup>13</sup>

Analysis of leisure-time activities of 486 teachers by Allard reveals that the ten most popular activities are indoor, individual passive and that group participation in creative and physical activities is almost entirely absent. Sports and outdoor activities, except walking, are engaged in by relatively few teachers.<sup>14</sup> Allard states that universities and colleges offering degrees in education could well give more credit and recognition for work in music, dramatics, and the arts to obtain a cultural readiness for enriched living as well as for improved teaching. She describes her results as similar to those of other studies of teachers.<sup>15</sup>

A recent study on leisure activities of 572 boys and 523 girls in Des Moines, Iowa high schools has been published by The Register and Tribune Company of Des Moines. The study was limited to a week's activities and presented in the form of thirty-eight tables, each being based on a question which was included in the questionnaire filled out by the

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<sup>13</sup> National Recreation Association, Ibid., p. 185.

<sup>14</sup> Lucile Allard, "A Study of the Leisure Activities of Certain Elementary School Teachers of Long Island", Teacher's College, Columbia University Contribution to Education, No. 779. (Bureau of Publications, Columbia University, New York, 1939), p. 103.

<sup>15</sup> Ibid., pp. 101-105.

students. The ten activities ranked in order of importance are as follows: personal hygiene, visiting, playing, television, movies, helping at home, reading, studying, radio, and church activities.<sup>16</sup>

## II. THE PROBLEM

PURPOSE. The purpose of this study is to present a report of what 613 Montana high school freshmen do in their free time. This study does not propose to settle questions, to recommend set procedures, or to plan extensive leisure-time programs, but merely to present an analysis of data secured from a questionnaire, prepared especially for the study, and to find implications therein for possible improvements in educational policies and practices. It is not intended in this paper to imply that schools are wholly responsible for the ways in which students spend their leisure. The extent to which certain activities are influenced by the school has been the subject matter of some research papers. These findings will be discussed throughout the text as they apply to certain activities. It is hoped that valid conclusions may be drawn and suggestions made that may, to some degree, aid Montana youth.

IMPORTANCE OF THE STUDY. Because of the lack of research on the subject of leisure activities of students in Montana schools, this paper should be of some importance to Montana educators. The work that has been done is local in nature. Local school guidance directors and teachers interested in guidance have carried on studies for their own information. An example of this was discussed in an interview with Dr.

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<sup>16</sup> Research Department, "Leisure Time Study Among Des Moines High School Boys and Girls", (Des Moines: The Register and Tribune Company, 1952), pp. 2-19.

E. G. Rimel, guidance director at Missoula County High School. Dr. Rimel uses a diary technique; she instructs the students to list their activities throughout the day, noting the time spent on each activity. This study should be of interest to high school guidance people in general, as the freshmen involved will be under the school's influence for three terms. The high school freshman's activities are to some extent carried over from the elementary school. Whether activities of these freshmen are useful is a factor which should be of some interest to elementary educators.

DEFINITION OF TERMS USED. Braucher states that leisure-time activities are so varied in scope that no single designation may encompass them all.<sup>17</sup> The dictionary defines play as a general term for physical and mental exercise for amusement; a game as play in the form of contest, usually according to set rules; "sport" applies especially to outdoor athletic games or contest; and "recreation" is regarded as diversion or relaxation.

For this thesis, leisure-time refers to that portion of a person's life in which he chooses to do what he wishes. The terms, "leisure-time activities", "leisure pursuits", and "recreational pursuits", will be used interchangeably. The word play has gained a wide connotation in recent literature. In his discussion on the scope of leisure, Slavson brings out a subtle difference between play and recreation.

Play has an inner purpose: the purpose of using one's growing powers in order that he may grow further. Recreation, on the other hand, does not suggest primary growth. Its value lies in the

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<sup>17</sup> Howard Braucher, "And What are Leisure Activities?", Recreation, 27:497, May 20, 1934.

fact that it serves the need for relaxation from effort and tension.<sup>18</sup>

For the purpose of variation in terminology, the word play will be used synonymously with recreation.

SOURCE OF DATA. Although the responses to questionnaires are thought to be less reliable than those acquired through other research techniques, the limitations involved in this study made its use imperative. The questionnaire was prepared and condensed on the pattern of other instruments used for related studies. Responses made by the students included activities carried on during the week of March 8 through March 14, 1953. Only those activities carried on outside of school hours were noted. Absolute accuracy was not expected because students lack definite information in answering questions, but results of the questionnaire should reflect closely significant activities.

METHOD OF PROCEDURE. Letters were sent to fourteen high school teachers and administrators in order to determine the schools which would participate. On the basis of replies to these letters, the questionnaire was distributed in ten schools. Questionnaires were administered by members of the administrative or teaching staffs of the various schools. In order to avoid the comparison of answers, the students were under direct observation throughout the period of administration.

THE RETURNS. Of the 650 questionnaires sent out, twenty-four were returned blank. This was due to absences and overestimation of class enrollment. There were 626 questionnaires completed, which

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<sup>18</sup> S. R. Slavson, Recreation and the Total Personality, (New York: Association Press, 1940), p. 2.

included eight which were found to be completely unusable. The study is based on 618 questionnaires.

### III. ORGANIZATION OF THE STUDY

GROUPING OF THE SCHOOLS. The ten schools included in this study are grouped according to the Montana Educational Directory. The directory groups schools on the basis of the population of the districts they serve. First class districts must have a population greater than eight thousand, second class districts between eight thousand and one thousand. Using this as the basis for grouping, one school in this study will be known as a first class school, seven are second class schools, and there are two third class schools. Returns from these schools are as follows: 402 questionnaires from the first class school, 178 from second class schools, and 38 from the third class schools. These groupings will be used to present data in tabular form. Further breakdown of the data, geographical location, and background material will be presented throughout the text.

GROUPING OF ACTIVITIES. To achieve simplicity in presentation, the various activities are organized into five groups. These groups are: physical activities, commercial entertainment, reading, creative, and social activities. In many instances, cultural, creative, and social activities are closely related and may even overlap. For this reason, they will be treated as a unit in Chapter Four. An attempt to show how the participants spent the leisure time available during the week will be presented in the summary.

## CHAPTER II

### PHYSICAL ACTIVITIES

#### I. AGE OF PARTICIPANTS

PRESENTATION. As was stated in Chapter I, the participating students were asked to note the specific pursuits listed in the questionnaire. The questionnaire also provided for an analysis of the group on the basis of age. The results of this analysis are presented in Tables I and II. These tables show no great difference among the three groups. This may stem from the fact that Montana schools, to a great extent, rely on chronological age to group and advance pupils. In so far as chronological age can provide a basis for homogenous grouping, the students in this study can be considered an homogenous group.

RELATION OF AGE TO CHOSEN PHYSICAL ACTIVITY. Slavson<sup>1</sup> in his study of recreation uses five principles which should be considered in setting up a recreational program that would conform with progressive phases of growth in children and young people. In the third phase of growth, which sets in at about thirteen years of age and continues through fifteen, the child's interests are increasingly directed away from

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<sup>1</sup> S. R. Slavson, Recreation and the Total Personality, (New York: Association Press, 1948), p. 2.

himself and flow toward other people. Their desires are for group participation, interchange of opinions, planning for activities and carrying them out with others. A review of the questionnaire data on physical activities shows that the students in this study generally follow these desires.

## II. LEISURE-TIME PHYSICAL ACTIVITIES

PRESENTATION OF ACTIVITIES. For purposes of comparison, three tables present the activities in which the different school groups participated. These tables are numbered III, IV, and V. Table III presents the activities of pupils enrolled in the First Class School and should be read in the following manner. Seventy boys and sixty-seven girls, a total of 137 pupils, spent 734 hours engaged in team sports during the week of March 8 through March 14, 1953. Each participant averaged 5.72 hours; the entire freshmen class averaged 1.93 hours. Of a total of 2,403 hours spent on physical activities, 33.62 per cent was devoted to team sports. Tables IV and V should be read in the same manner.

IMPLICATION OF SIGNIFICANT ACTIVITIES. In two of the groups, the First Class and Second Class, team sports rank first both in number participating and total hours spent. Being the game in season, basketball accounts for the largest share of responses; however, softball and baseball were listed on seventeen questionnaires. Regular season play in basketball was at a climax with tournaments in full swing throughout the state. Two of the Second Class Schools in this study were entered in district tournament competition during the week. As the data for Table IV was being compiled, special attention was accorded to this fact.

TABLE I

AGE OF PUPILS WHO PARTICIPATED IN THE STUDY,  
BY SCHOOL GROUPINGS AND ENTIRE SAMPLE

Age	First Class School	Second Class Schools	Third Class Schools	Entire Sample
13	4	1	0	5
14	185	84	16	285
15	167	71	13	251
16	39	18	6	63
17	5	4	3	12
18	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	402	178	38	618

TABLE II

PERCENTAGE DISTRIBUTION OF AGE

Age	Per cent of First Class School	Per cent of Second Class Schools	Per cent of Third Class Schools	Per cent of Entire Sample
13	.99	.56	0	.82
14	46.01	47.19	42.10	46.11
15	41.54	39.83	34.88	40.61
16	9.70	10.12	15.78	10.19
17	1.27	2.25	7.89	1.95
18	<u>.49</u>	<u>0</u>	<u>0</u>	<u>.32</u>
Total	100.00	100.00	100.00	100.00



TABLE III

LEISURE-TIME PHYSICAL ACTIVITIES OF 402 FRESHMEN STUDENTS OF  
THE FIRST CLASS HIGH SCHOOL FOR THE WEEK OF  
MARCH 8 THROUGH MARCH 14, 1953  
(Ranked in order of frequency of participation)

Activity	Number Participating			Total Hours Spent	Average Hours Spent		Per Cent of Total Hours
	Boys	Girls	Entire School		Partic- ipants	Entire School	
Team Sports	70	67	137	724	5.72	1.93	33.62
Evening Play	55	18	73	691	9.47	1.72	28.75
Bowling	44	23	67	155	2.31	.39	6.90
Roller Skating	35	30	65	201	3.08	.5	8.37
Hunting & Fishing	54	7	61	221	4.6	.52	11.69
Horseback Riding	5	9	14	68.5	4.89	.17	3.00
Hiking	11	2	13	60.5	4.61	.15	2.50
Bike Riding	4	3	7	39.0	5.57	.1	1.62
Tennis	0	5	5	8.5	1.70	*	.35
Boxing	4	0	4	48.0	12.0	*	1.1
Skiing	0	4	4	18.0	4.5	*	.75
Walking	0	3	3	26.0	8.67	*	.36
Ping Pong	2	0	2	2.0	1.0	*	**
Trapping	1	0	1	14.0	14.0	*	.58
Tumbling	1	0	1	4.0	4.0	*	.17
Acrobatics	0	1	1	2.0	2.0	*	**
Swimming	0	1	1	1.5	1.5	*	**
Badminton	0	1	1	.5	.5	*	**
Totals	243	227	460	2,403			100

\* Less than .1 of an hour  
\*\* Less than .1 per cent

TABLE IV

LEISURE-TIME PHYSICAL ACTIVITIES OF 178 FRESHMEN STUDENTS OF  
THE SECOND CLASS GROUP FOR THE WEEK OF  
MARCH 8 THROUGH MARCH 14, 1953  
(Ranked in order of number participating)

Activity	Number Participating			Total Hours Spent	Average Hours Spent		Per Cent of Total Hours
	Boys	Girls	Entire School		Partic- ipants	Entire School	
Team Sports	63	25	88	443.5	5.4	2.49	39.94
Evening Play	54	17	71	405.5	5.7	2.28	36.51
Hunting & Fishing	30	12	42	151	3.6	.85	13.49
Horseback Riding	7	3	10	40	4.8	.225	4.56
Bowling	3	1	4	16.5	4.15	.093	1.47
Walking	1	4	5	14.5	2.9	.08	1.29
Roller Skating	3	0	3	21	7	.12	1.86
Hiking	2	0	2	16	8	.09	1.42
Bicycle Riding	0	2	2	2	1	.0112	.02
Ping Pong	2	0	2	2.5	1.25	.014	.02
Skiing	0	1	1	6	6	.034	.06
Boxing	1	0	1	2	2	.0112	.02
Marbles	1	0	1	2	2	.0112	.02
Golf	0	1	1	2	2	.0112	.02
Total	167	56	233	1124.5			100

TABLE V

LEISURE-TIME PHYSICAL ACTIVITIES OF 38 FRESHMEN STUDENTS OF THE  
THIRD CLASS GROUP FOR THE WEEK OF  
MARCH 8 THROUGH MARCH 14, 1953  
(Ranked in order of number participating)

Activity	Number Participating			Total Hours Spent	Average Hours Spent		Per Cent of Total Hours
	Boys	Girls	Entire School		Partic- ipants	Entire Sample	
Evening Play	8	5	13	62.5	4.81	1.64	30.12
Team Sports	9	3	12	58	4.8	1.53	27.95
Hunting & Fishing	11	1	12	53	4.42	1.4	25.54
Roller Skating	4	6	10	25	2.25	.66	12.05
Horseback Riding	2	0	2	6	3	.16	2.89
Ice Skating	0	1	1	3	3	.08	1.45
Bowling	0	1	1	1	1	.02	.20
Total	34	17	51	208.5			100

A comparison of the two schools with the remaining five schools of the group showed no tendency of an increase in hours devoted to team sports. This may be the result of the fact that very few freshmen students play first team basketball.

Evening play is ranked first in number participating and total hours spent by pupils of the Third Class Schools. The two remaining school groups rank this activity second. The after school hours provide the bulk of play time available to the students of this study. As the questionnaire gave no information on the type of play the students carried on, no accurate breakdown of this activity will be attempted. It should be noted that weather conditions for the week were ideal for outside activities; temperatures ranged from forty-five to sixty degrees throughout the state.

Although hunting and fishing ranked fifth in number participating for the first class school, these sports rank third in the number of hours devoted to them by all three school groups. During this time of the year, fishing is confined to the larger rivers throughout the state. It consists mostly of fishing through the ice for whitefish. Also popular during the winter and early spring months, rabbit hunting was cited on forty-two questionnaires. There could have been some varmint hunting due to ideal weather.

Bowling and roller skating complete the list of significant activities. The interest in bowling is nation-wide as statistics show it to be one of the favorite activities of older people. In Montana, this interest can be observed by noting that any municipality of importance throughout the state has its own alleys. It is only natural for children to follow many of the activities of their parents; this may, to some extent, be the reason for its importance.

PRESENTATION OF DATA FOR ENTIRE SAMPLE. In order to present data for the group as a whole, Table VI has been included. This table should be read in the same manner as presented for the previous tables on physical activities.

### III. NON-LEISURE PHYSICAL ACTIVITIES

PART-TIME WORK AND CHORES. Although this study is primarily concerned with leisure-time, questions on part-time work and chores were included. These questions were added so that an accurate estimate of the amount of time available for leisure activities could be computed. The students were requested to state the amount of time spent on these

activities for the week and during the preceding day, a comparison of the two responses can be derived from Tables VII, VIII, IX, X, and XI. Table VII should be read in the following manner. Of the 402 pupils of the First Class School, eighty-eight devoted 1,123.5 hours to part-time work during the week. Each participant spent an average of 12.75 hours working during the week. For the entire group, the average time is 2.79 hours. The remainder of the table is read in the same manner except the word day is substituted for week.

IMPLICATIONS INVOLVED. The questionnaire did not ask the students to state the type of work or chores in which they engaged. Many responses were added on the pupils own initiative. An analysis of these voluntary statements showed baby sitting as the dominant type of work done by girls, a few stated clerking in stores on the week-end. Boys specified delivery work and week-end work in grocery stores and service stations. Responses to the questions on chores were more varied. Boys stated the following types of chores: plowing, milking, splitting wood, feeding cattle, repairing machinery, working around the house, and driving trucks. Two of these boys from the Second Class School group spent twenty-four hours plowing during the week. Girls cited dishwashing, cooking, house cleaning, and taking care of younger brothers and sisters.

COMPARISON OF PART-TIME WORK AND CHORES. Table XI presents the percentage distribution of part-time work and chores for the three groups and the entire sample. First Class School pupils have a greater opportunity to find part-time work than do the pupils from the Second and Third Class Schools, because the school is located in one of the larger cities in the state. Table XI verifies this as the Third Class Schools located in the smaller towns had a smaller percentage of pupils

TABLE VI

LEISURE-TIME PHYSICAL ACTIVITIES OF 618 FRESHMEN STUDENTS  
OF THE ENTIRE SAMPLE FOR THE WEEK OF  
MARCH 8, THROUGH MARCH 14, 1953  
(Ranked in order of number participating)

Activity	Number Participating			Total Hours Spent	Average Hours Spent		Per Cent of Total Hours
	Boys	Girls	Entire School		Partic- ipants	Entire Sample	
Team Sports	142	95	237	1285.5	5.42	2.08	34.39
Evening Play	117	40	157	1159	7.38	1.87	31.01
Hunting & Fish- ing	95	20	115	485	4.22	.78	12.97
Roller Skating	42	36	78	247	3.16	.40	6.61
Bowling	47	25	72	172	2.39	.28	4.6
Horseback Riding	14	12	26	114.5	4.4	.18	3.06
Hiking	13	2	15	76.5	5.1	.12	2.05
Bicycle Riding	4	5	9	41	4.55	.06	1.1
Walking	1	7	8	40.5	5.06	.06	1.08
Boxing	5	0	5	50	10	.08	1.33
Skating	0	5	5	24	4.8	.04	.64
Tennis	0	5	5	8.5	1.7	.01	.22
Ping Pong	4	0	4	4.5	1.15	*	.12
Acrobatics	0	1	1	2	1	*	**
Badminton	0	1	1	.5	.5	*	**
Golf	0	1	1	2	2	*	**
Ice Skating	0	1	1	3	3	*	**
Marbles	1	0	1	2	2	*	**
Swimming	0	1	1	1.5	1.5	*	**
Trapping	1	0	1	14	14	.02	.61
Tumbling	1	0	1	4	4	*	**
Total	487	257	744	3737.0			

\* Less than .01 of an hour

\*\* Less than .1 per cent

working during the week. In contrast to the per cent participating in work during week, Table XI shows more participation in work by students in the Second and Third Class Schools than the First Class School. They may indicate that many students in the First Class School have week-end jobs. Of the entire sample, 26.76 per cent of the pupils had part time jobs during the week. For the same period, 91.26 per cent of the pupils devoted time to chores. As Table X shows, the time spent on chores by the entire group is almost three times as much as that devoted to part time work. There is no significant difference as to the number participating and hours spent doing chores among the three groups. It may be stated that the participants of this study, treated as a group, devoted more time doing chores than any of the physical activities engaged in during the week.

#### IV. SUMMARY

This chapter is devoted to an analysis of the physical activities of the 618 participants. The analysis begins with a presentation of the group age which shows that 86.77 per cent of the pupils are either fourteen or fifteen years old, 10.19 per cent are sixteen, and the remaining four per cent thirteen, seventeen, or eighteen.

The significant leisure-time physical activities of the entire sample ranked by number participating and time spent are as follows:

1. team sports, 2. evening play, 3. hunting and fishing, 4. roller skating, 5. bowling, 6. horseback riding.

There are no great differences in these activities among the individual schools or among the school groups. These activities are in agreement with the modern concept of recreation as

stated in Slavson's paper. Participation in group activities is dominant for the pupils of this study.

The outstanding non-leisure physical activity is doing chores. Of the entire group, 91.26 per cent of the students spent an average of 7.44 hours on chores during the week.



TABLE VII

NON-LEISURE PHYSICAL ACTIVITIES OF 402 FRESHMEN  
STUDENTS OF THE FIRST CLASS HIGH SCHOOL

W E E K						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work	39	49	88	1122.5	12.75	2.79
Chores	192	179	371	2666.6	7.19	6.63
D A Y S						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work	29	33	62	131	2.11	.36
Chores	182	156	338	461.5	1.37	1.15

TABLE VIII

NON-LEISURE PHYSICAL ACTIVITIES OF 178 FRESHMEN  
STUDENTS OF THE SECOND CLASS HIGH SCHOOLS

W E E K						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work	27	14	41	477.5	11.65	2.68
Chores	83	77	160	1678	10.49	9.45
D A Y S						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work	23	13	36	93	2.58	.522
Chores	76	70	146	228	1.56	1.28

TABLE IX

NON-LEISURE PHYSICAL ACTIVITIES OF 38 FRESHMEN  
STUDENTS OF THE THIRD CLASS HIGH SCHOOLS

W E E K						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work Chores	3 19	1 14	4 33	54 259.5	13.5 7.86	1.42 6.82
D A Y S						
Activity	Number Participating			Total Hours Spent	Average Hours Spent	
	Boys	Girls	Entire School		Partic- ipants	Entire School
Part-time work Chores	4 17	3 13	7 30	21 53.5	3 1.78	.55 1.41

TABLE X

PARTICIPATION OF PUPILS FROM ENTIRE SAMPLE IN PART-TIME  
WORK AND CHORES, BY WEEK AND DAY

W E E K					D A Y			
Activity	No. of Partic- ipants	Time Spent in Hours	Average		No. of Partic- ipants	Time Spent in Hours	Average	
			For Partic- ipants	Entire Sample			Partic- ipants	Entire Sample
Part- time work	133	1,654	12.43	2.67	105	245	2.33	.4
Chores	564	4,604	8.16	7.44	514	743	1.45	1.2

TABLE XI

PERCENTAGE DISTRIBUTION OF NON-LEISURE PHYSICAL ACTIVITIES  
FOR SCHOOL GROUPS AND ENTIRE SAMPLE, BY WEEK AND DAY

W E E K				
Activity	Per cent Participating			
	First Class School	Second Class Schools	Third Class Schools	Entire Sample
Part-time work	27.92	23.03	10.53	26.76
Chores	92.2	89.89	86.84	91.26
D A Y				
Activity	Per cent Participating			
	First Class School	Second Class Schools	Third Class Schools	Entire Sample
Part-time work	15.42	20.22	13.42	17.00
Chores	84.08	82.02	78.94	83.17

## CHAPTER III

### COMMERCIAL ENTERTAINMENT

This chapter is concerned primarily with student participation and amount of time spent on radio listening and motion pictures. A brief discussion of pool playing will be included.

#### I. PASSIVE ENTERTAINMENT

DEFINITION AND SCOPE. Those recreational services developed by private enterprise and offered to the public for profit is the meaning of commercial entertainment as used in this thesis. Commercial amusement has grown to a tremendous size and its influence permeates all people's lives. A significant characteristic of commercial recreation is that it is one sided, the emphasis being on passive entertainment of the spectator type. Because of its very nature, commercial recreation can supply only those goods and services which are practical to offer at a profit. Motion pictures, radio, television, and pulp magazines are the media on which much of the leisure time of youth is spent and can be cited as examples of passive types of recreation. Recent related studies completed in larger urban areas are concerned with television's worth and its influence on the lives of youth. Because there are no television stations operating in Montana at the present time, this thesis cannot present findings on

this subject. Reading of commercial literature will be discussed in a later chapter.

## II. FINDINGS ON RADIO LISTENING

RELATED STUDY. In a study of radio, motion picture, and reading interests of high school students, Sterner<sup>1</sup> concluded that radio tastes of high school students are homogenous. Sterner devised a table in which she presents the intercorrelations between frequencies of mention of titles within the various media she studied. There are correlations for thirteen groups which have been classified according to class, intelligence, and socio-economic status. The table presents a correlation of .89 as the degree of similarity in the choice of radio programs. For the remaining twelve groups no relationship is below .83.

FINDINGS FOR FIRST CLASS SCHOOL. This study cannot present the type of listening the participants engaged in during the week. It can present only the amount of time devoted to radio listening throughout the week and for the day before the questionnaire was completed by the student. Data on the participation and time spent by 402 freshmen of the first class high school can be found in Table XII. The table reads as follows: fifty-three boys and sixty-five girls, a total of 118 freshmen which is 29.35 per cent of the total high school group, devoted one to five hours listening to the radio during the week. the remaining half

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<sup>1</sup> Alice B. Sterner, Radio, Motion Picture, and Reading Interests, (Teachers College, Columbia University Contributions to Education, No. 932: Bureau of Publications Teachers College, Columbia University, New York, 1917), p. 35.

of this table is read in the same fashion with the exception of the word day being substituted for week. Perhaps the significant finds of this table is the fact that twenty-six students devoted thirty-six to sixty hours listening to the radio for the week. It should be of interest to the school staff to know if this amount of time is devoted to the radio throughout the year. Some of the pupils of this group wrote in that they listen to the radio all the time for it is tuned in during all the working hours. This may, to some extent, explain the extreme amount of time listed by the above twenty-six students.

A comparison of time spent listening to the radio by the first class high school group of this study with that of the findings of students in the Des Moines study shows that the Montana students spend on the average, seven hours more time to radio listening. On the other hand, Des Moines students averaged seven hours a week watching television.<sup>2</sup> The weekly averages for both groups are nearly equal if television time is added to the radio time of the Des Moines group.

The analysis of radio listening for the single day presented in Table XII would give a slightly higher weekly average for the participants and the class if the daily average is multiplied by seven. It may be that the estimates for time spent during the week were slightly less than actual time spent or that the previous day's radio programs were more in line with pupils' interests.

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<sup>2</sup> Research Department, "Leisure Time Study Among Des Moines High School Boys and Girls", (Des Moines: The Register and Tribune Company, 1952), p. 5.



TABLE XII

HOURS DEVOTED AND PARTICIPATION IN RADIO LISTENING  
OF 402 FRESHMAN STUDENTS OF THE FIRST CLASS HIGH  
SCHOOL GROUP, BY WEEK AND DAY

W E E K					D A Y				
Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation	Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation
1 to 5	53	65	118	29.35	$1\frac{1}{2}$	32	11	43	10.69
6 to 10	48	61	109	27.41	1	39	25	64	15.92
11 to 15	35	22	57	14.21	2	44	61	105	26.12
16 to 20	22	16	38	9.50	$2\frac{1}{2}$	5	9	14	3.48
21 to 25	7	9	16	4.00	3	13	27	40	9.95
26 to 30	7	10	17	4.50	$3\frac{1}{2}$	4	1	5	1.24
31 to 35	4	2	6	1.50	4	5	10	15	3.73
36 to 40	7	1	8	2.00	$4\frac{1}{2}$	3	0	3	.75
41 to 45	0	1	1	.02	5	5	7	12	2.98
46 to 50	0	1	1	.02	6	2	3	5	1.24
51 to 55	1	0	1	.02	$6\frac{1}{2}$	0	1	1	.25
56 to 60	3	5	8	2.00	8	0	1	1	.25
Total	187	193	380	94.53	Total	152	156	308	76.10

Total Time Spent - 4,693.5 hours.  
Average for Week Among  
Participants - 12.35 hours  
Entire Freshman Class 11.65 hours

Total Time Spent - - 613 hours  
Average for Day Among  
Participants - - 2.64 hours  
Entire Freshman Class 2.02 hours.

TABLE XIII

HOURS DEVOTED AND PARTICIPATION IN RADIO LISTENING  
OF 178 FRESHMAN STUDENTS OF THE SECOND CLASS HIGH  
SCHOOL GROUP, BY WEEK AND DAY

W E E K					D A Y				
Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation	Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation
1 to 5	31	42	73	41.02	$\frac{1}{2}$	18	16	34	19.10
6 to 10	27	14	41	23.03	1	9	26	35	19.66
11 to 15	10	15	25	14.04	$1\frac{1}{2}$	9	3	12	6.74
16 to 20	5	2	7	3.93	2	5	7	12	6.74
21 to 25	0	3	3	1.68	$2\frac{1}{2}$	0	1	1	.56
26 to 30	3	6	9	5.06	3	4	8	12	6.74
31 to 35	2	1	3	1.68	$3\frac{1}{2}$	2	0	2	1.12
36 to 40	0	1	1	.56	4	4	3	7	3.93
41 to 45	0	0	0	0	$4\frac{1}{2}$	0	1	1	.56
46 to 50	0	1	1	.56	5	0	0	0	0
51 to 55	0	0	0	0	$5\frac{1}{2}$	0	0	0	0
56 to 60	0	0	0	0	6	0	0	0	0
Total	68	85	163	91.56	Total	51	65	116	65.15

Total Time Spent - 1,062 hours  
Average for week:  
Among Participants - 6.51 hours  
Entire Freshman Class 5.97 hours

Total Time Spent - 139.5 hours  
Average for Week:  
Among Participants - 1.2 hours  
Entire Freshman Class .78 "

FINDINGS FOR THE SECOND CLASS GROUP. Table XIII presents the data for the seven schools included in this group. This table is patterned after Table XII and is to be read in the same manner. Only two of the students in this group spent an extreme amount of time on radio listening during the week; the table shows that forty per cent devoted from one to five hours radio listening for the week. Although a comparison between groups in this study cannot be considered valid as the groups are in no way equated, it is interesting to note that during the week, the first class group averaged about twice the time to radio listening as the second class schools. Comparing average hours spent during the day, the first class groups' average is again twice as much. Valid reasons cannot be presented for this difference, as a thorough knowledge of recreational facilities of the second class group of schools is beyond the limitations of this study.

FINDINGS FOR THE THIRD CLASS GROUP. By checking Table XIV, it can be seen that this group of students devote more time to the radio than the two groups which have been discussed. The areas which are served by these schools are rural, the bulk of the students live in small towns. These towns are all within one-half an hour driving distance to one of the larger cities in the state. The majority of the parents who work are employed in the city. The city serves as a center for shopping and entertainment for the family group. Recreational facilities available in the city are out of reach for the youth of these rural areas as there is no scheduled transportation into the city. Facilities for leisure are completely lacking in the smaller towns. This may, to some extent, account

TABLE XIV

HOURS DEVOTED AND PARTICIPATION IN RADIO LISTENING  
OF 38 FRESHMAN STUDENTS OF THE THIRD CLASS HIGH  
SCHOOL GROUP, BY WEEK AND DAY

W E E K					D A Y				
Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation	Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation
1 to 5	4	10	14	36.84	1	5	5	10	26.31
6 to 10	3	5	8	21.05	2	2	1	3	7.89
11 to 15	2	0	2	5.26	2½	2	2	4	10.52
16 to 20	1	1	2	5.26	3	0	2	2	5.26
21 to 25	1	0	1	2.63	3½	2	2	4	10.52
26 to 30	2	1	3	7.89	4	0	0	0	0
31 to 35	0	0	0	0	4½	0	0	0	0
36 to 40	1	2	3	7.89	5	0	0	0	0
41 to 45	0	0	0	0	5½	0	0	0	0
46 to 50	0	0	0	0	6	0	0	0	0
51 to 55	0	0	0	0	6½	0	0	0	0
56 to 60	0	2	2	5.26	7	0	0	0	0
Total	14	25	35	92.08	Total	11	12	23	60.50

Total Time Spent - 552 hours  
Average for Week:  
Among Participants 16.23 hours  
Entire Freshman Class 14.52 "

Total Time Spent - 46 hours  
Average for Week:  
Among Participants 2 hours  
Entire Freshman Class 1.21 hours

for the time spent listening to the radio.

FINDINGS FOR THE ENTIRE SAMPLE. Table XV presents the data for radio listening of the 618 students of the entire sample. As this table shows, radio listening is an important means for the participants of this study to spend their leisure time. Whether the students would spend more time listening to the radio or whether they would prefer a more active pursuit cannot be answered. At this point, a study by Olds<sup>3</sup> is of some interest. This study of leisure activities of young people asked the participants to list the activity they would prefer if more time and facilities were available to engage in it. A list of twenty-one<sup>4</sup> activities was compiled from the student replies; radio listening ranked seventeenth on this list. This tends to show that the students would devote less time listening to the radio if other facilities were available.

### III. FINDINGS ON MOVIES

Movies are undoubtedly one of the most popular forms of recreation with youth. From surveys it is known that the majority of urban youth average about two movies a week. Problems raised by the attraction that motion pictures have for young people are exceptionally difficult. The least that can be said against frequent attendance is that it uses up time and money which might usually be made to earn greater recreational

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<sup>3</sup> Edward B. Olds, "How Do Young People Use Their Leisure?", Recreation 42:461, January, 1949.

<sup>4</sup> Loc. cit.

TABLE XV

HOURS DEVOTED AND PARTICIPATION IN RADIO LISTENING  
OF 618 FRESHMEN, THE ENTIRE SAMPLE,  
BY WEEK AND DAY

W E E K					D A Y				
Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation	Hours	Boys	Girls	Total	Per Cent of Total Partic- ipation
1 to 5	68	117	205	33.17	$\frac{1}{2}$	50	27	77	12.46
6 to 10	78	80	158	25.57	1	53	56	109	17.63
11 to 15	47	37	84	13.59	$1\frac{1}{2}$	9	3	12	1.94
16 to 20	28	19	47	7.60	2	51	69	120	19.45
21 to 25	8	12	20	3.24	$2\frac{1}{2}$	7	11	18	2.91
26 to 30	12	17	29	4.69	3	17	37	54	8.74
31 to 35	6	3	9	1.46	$3\frac{1}{2}$	8	3	11	1.77
36 to 40	8	4	12	1.94	4	9	13	22	3.55
41 to 45	0	1	1	.16	$4\frac{1}{2}$	3	1	4	.65
46 to 50	0	2	2	.32	5	5	7	12	1.94
51 to 55	1	0	1	.16	6	2	3	5	.81
56 to 60	3	7	10	1.62	$6\frac{1}{2}$	0	1	1	.16
Total	279	299	578	93.52	Total	214	232	446	72.11

Total Time Spent - 6,307.5 hours  
Average for Week:  
Among Participants - 10.91 hours  
Entire Freshman Class 10.20 hours

Total Time Spent - 998.5 hrs.  
Average for Week:  
Among Participants - - 2.24 hours  
Entire Freshman Class - 1.62 hours

dividends if spent in other ways.

FINDINGS FOR THE FIRST CLASS SCHOOL. The students were asked to note the number of movies they attended and time spent on these movies during the week. Table XVI shows the results of these answers for the first class high school. The table shows that seventy-five per cent of the group attended movies; about one-half of the group saw one movie during the week. The range of number of movies seen is from one to seven. Of this group, twenty per cent saw more than two movies during the week. Approximately sixty per cent of the students devoted from one to five hours to movies, the average for participants being 3.72 hours. The tendency is for greater attendance by the boys. In comparing time spent on movies with the Des Moines study<sup>5</sup>, the first class high school freshmen of this study devoted 1.7 hours less time to movies than the Des Moines students. This comparison may indicate that if there are more movie facilities available more time would be spent making use of them. Des Moines is a much larger urban center than the one considered in this study and in turn must have more theaters.

FINDINGS FOR THE SECOND CLASS SCHOOL GROUP. The range for movies seen by this group as shown by Table XVII is from one to five. There were sixty per cent of the pupils attending one or two movies during the week. The total participation was 77.52 per cent, a figure similar to that of the first class group. Of the thirty pupils who saw

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<sup>5</sup> Research Department, "Leisure Time Study Among Des Moines High School Boys and Girls", (Des Moines: The Register and Tribune Company, 1952), p. 6.

TABLE XVI

NUMBER OF MOVIES SEEN, NUMBER PARTICIPATING  
AND TIME SPENT ON MOVIES BY 402 FRESHMEN  
STUDENTS OF THE FIRST CLASS HIGH SCHOOL GROUP

NUMBER PARTICIPATING					TIME SPENT				
Number of Movies Seen	Boys	Girls	Total Number	Per Cent of Group Partic- ipating	Hours	Boys	Girls	Total Number	Per Cent of Group Partic- ipating
1	108	68	176	44.52					
2	46	38	79	19.65					
3	23	16	39	9.70	2	24	11	35	8.71
4	1	4	5	1.24	2½	18	15	33	8.21
5	3	3	6	.75	3	58	45	103	25.66
6	0	1	1	.25	4	16	20	36	8.95
7	0	1	1	.25	5	16	16	32	7.96
					6	23	12	35	8.81
					7	6	1	7	1.49
					8	4	2	6	1.49
					9	8	2	10	2.58
					10	1	0	1	.25
					12	2	6	8	2.0
					18	0	1	1	.25
Total	176	131	307	76.36	Total	176	131	307	76.36

Total Time Spent - 1,139.5 hours

Average Time spent:

Among Participants - 3.72 hours

Entire Freshman Group - 2.83 hours



TABLE XVII

NUMBER OF MOVIES SEEN, NUMBER PARTICIPATING  
AND TIME SPENT ON MOVIES BY 178 FRESHMEN  
STUDENTS OF THE SECOND CLASS HIGH SCHOOL GROUP

NUMBER PARTICIPATING					TIME SPENT				
Number of Movies Seen	Boys	Girls	Total Number	Per Cent of Group Partic- ipating	Hours	Boys	Girls	Total Number	Per Cent of Group Partic- ipating
1	37	33	70	39.32	2	27	15	42	23.59
2	22	14	36	20.72	2½	3	5	8	4.50
3	13	17	30	16.86	3	5	2	7	3.93
4	0	1	1	.56	4	21	17	38	21.34
5	1	0	1	.56	5	1	6	7	3.93
6	0	0	0	0	6	11	7	18	10.11
					7	2	5	7	3.93
					8	3	5	8	4.50
					9	0	3	3	1.68
Total	73	65	138	77.52	Total	73	65	138	77.52

Total Time Spent - 571.5 hours  
Average Time Spent:  
Among Participants - 4.3 hours  
Entire Freshman Group - 3.21 hours

TABLE XVIII

NUMBER OF MOVIES SEEN, NUMBER PARTICIPATING  
AND TIME SPENT ON MOVIES BY 38 FRESHMEN  
STUDENTS OF THE THIRD CLASS HIGH SCHOOL GROUP

NUMBER PARTICIPATING					TIME SPENT				
Number of Movies Seen	Boys	Girls	Total Number	Per Cent of Group Partic- ipating	Hours	Boys	Girls	Total Number	Per Cent of Group Partic- ipating
1	8	10	18	47.36	2	4	6	10	26.31
2	5	3	8	21.06	2½	2	0	2	5.26
3	2	0	2	5.26	3	5	2	7	18.42
4	0	1	1	2.63	4	1	2	3	7.89
5	0	0	0	0	6	3	1	4	10.54
					8		3	3	7.89
Total	15	14	29	76.31	Total	15	14	29	76.31

Total Time Spent - 106 hours

Average Time Spent:

Among Participants - - 3.65 hours

Entire Freshman Group - 2.78 hours

three movies during the week, the significant fact is that one school of the seven involved in this group, had twenty-seven of these students. There is one theater in town which has a schedule of three movies per week. The freshmen attendance to these three shows was ninety-five per cent. Time spent viewing movies is very slightly higher for this group than the first class school, the average for participants being 4.3 hours.

FINDINGS FOR THE THIRD CLASS SCHOOL GROUP. This school group, although much smaller than the first class school, shows a striking similarity in participation and attendance at movies. Table XVIII showing participation and attendance at movies for this group, resembles very closely table XVI of the first class group. There are no theaters in any of the towns which are served by the schools. This must directly affect the range of movies seen by this group as it limits the students to attending movies during the week-end.

FINDINGS FOR THE ENTIRE SAMPLE. To compute the average number of hours spent by students of the entire sample in movie attendance, Table XIX has been included. Data from this table will be used to present a typical day of a student of this study.

#### IV. ACTIVE ENTERTAINMENT

Commercial recreation offers very little in the line of active participation in activities. Miniature golf, shooting galleries and pool playing can be listed as active; the person is not a spectator, but is the doer in activities of this sort. Bowling and roller skating can be considered as commercial recreation, but because of the large

TABLE XIX

NUMBER OF MOVIES SEEN, NUMBER PARTICIPATING,  
AND TIME SPENT ON MOVIES BY 618 FRESHMAN  
STUDENTS OF THE ENTIRE HIGH SCHOOL GROUP

NUMBER PARTICIPATING					TIME SPENT				
Number of Movies Seen	Boys	Girls	Total Number	Per Cent of Group Partic- ipating	Hours	Boys	Girls	Total Number	Per Cent of Group Partic- ipating
1	153	111	264	42.71	2	55	32	87	14.07
2	68	55	123	19.90	2½	23	20	43	6.95
3	38	33	71	11.48	3	68	49	117	18.93
4	1	6	7	1.13	4	38	39	77	12.46
5	4	3	7	1.13	5	17	22	39	6.31
6	0	1	1	.16	6	37	20	57	9.23
7	0	1	1	.16	7	8	6	14	2.26
					8	7	10	17	2.75
					9	8	5	13	2.10
					10	1	0	1	.16
					12	2	6	8	1.29
					18	0	1	1	.16
Total	264	210	474	76.67	Total	264	210	474	76.67

Total Time Spent - 1817 hours

Average Time Spent:

Among Participants - - 3.83 hours

Entire Freshman Group - 2.94 hours

amount of physical activity involved, these have been considered under physical activities.

FINDINGS ON POOL PLAYING. The only remaining significant commercial activity brought out by this study is playing pool. This activity is totally confined to boys. Ninety-seven boys spent 457 hours playing pool during one week. The extreme cases as found in the questionnaires are as follows: one boy spent twenty-four hours, eight spent fourteen hours, eleven spent ten hours and nine boys spent eight hours. The problem involved in playing pool is not in the game itself for it does involve muscular coordination and skill. The important point is the environment under which the game is played. As the questionnaire did not present data on available facilities, conclusions on this point cannot be drawn.

## V. SUMMARY

The questionnaire findings are presented in tabular form for the different school groups involved in this study. Commercial entertainment for participants is centered around two media, the radio and the movies. As would be expected, the radio takes up a larger amount of leisure-time. The three groups in general, average about the same amount of time on these two media. There is no great difference in the number participating and time spent on these activities by the boys or girls. A few more girls listened to the radio while on the other hand more boys attended movies.

Pool playing is confined entirely to the boys, and does present a problem in those instances where excessive time is devoted to the game.

## CHAPTER IV

### CREATIVE, SOCIAL, AND SCHOOL ACTIVITIES

The preceding chapters have dealt with analysis and discussion of physical activities and commercial entertainment. This chapter will deal with responses to the questions concerning creative activities, social activities, and homework.

#### I. CREATIVE ACTIVITIES

HOBBIES. No attempt was made to study hobbies extensively. Pupils were asked to state their hobbies and time spent on them during the week. From responses it is difficult to form a definition of hobbies. An analysis of the responses shows that what some students consider hobbies, others consider only as leisure-time activities in which they participate. For purposes of this study, an activity is considered a hobby when the individual who engages in it calls it a hobby. In a sense, a hobby may be thought of as an attitude of mind toward a leisure activity. For purposes of presentation, one exception to this definition has been taken. The fact that reading is an activity in which a large number of students participate was known before the questionnaire for this study was devised. In planning the questionnaire, items dealing with reading were included as one section. Because the

section dealing with hobbies preceded the reading section, many pupils listed reading as a hobby. As the following chapter deals with reading, it seemed reasonable to include all responses dealing with leisure reading under one heading; therefore, leisure-time reading will not be considered as a hobby in this study.

IMPORTANCE OF HOBBIES. An analysis of literature dealing with hobbies reveals an area of general agreement among writers. First, authorities consider the creative aspect of hobbies as being the most important. Adults in a highly specialized culture as ours find little opportunity to express the creative urge found in all people. If a youth's experiences determine to some extent the leisure activities in which one will participate in adult life, then young people who engage in constructional or creative activities during youth will more likely do so in adulthood. Nestrick<sup>1</sup> in a study devoted to constructional activities of men concludes that the desire or lack of desire to participate in constructional activities either as hobbies or leisure time activities in adulthood depends largely upon whether there had or had not been participation in such activities before the age of eighteen. If these conclusions are true, then the importance of hobbies which are creative or constructional in nature should be impressed upon those people who guide youth. The extent to which pupils in this study participate in creational type hobbies will be discussed in the following paragraphs.

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<sup>1</sup> W. Virgil Nestrick, "Constructional Activities of Adult Males", Teachers College, Columbia University Contributions to Education, No. 730. New York: Columbia University Press, 1938, p. 90.

PRESENTATION OF DATA. Table XX presents the questionnaire data on hobbies. The table is to be read in the following manner: of the 402 students of the first class group, sixty-six devoted 141.5 hours to collections during the week; of the 178 students in the second class group, eighteen devoted forty-five hours to collections, and eleven students of the thirty-eight in the third class group spent twenty-seven hours on collections. The entire sample listed forty-four different hobbies with the first class group listing forty-two of these, and the remaining two being listed by the second class group. Two students listed six hobbies, seven listed five hobbies and 103 students either spent no time on hobbies during the week or do not have any hobbies

IMPLICATIONS INVOLVED. The outstanding hobby for the participants taken as a single group or as three separate groups is collecting. The list of responses under this heading varied as follows: stamps, souvenirs, coins, movie star pictures, napkins, postmarks, matchbooks, rocks, dolls, tallies, recipes, guns, sports articles, post cards, statues and hides. Second in importance is models. These were model trains, planes, or cars and almost exclusively entered by boys. Checking the hobbies as listed in Table XX, it should be noted that as a group they are creative or constructional in nature. A significant feature noted while compiling the table was that the hobbies tended to fall into two groups. Those which are mechanical and scientific in nature were listed by boys; the artistic type was almost exclusively the choice of girls.



TABLE XX

NUMBER PARTICIPATING AND TIME SPENT BY THE THREE GROUPS ON  
VARIOUS HOBBIES  
(Ranked in order of frequency of participation)

Hobby	First Class Group		Second Class Group		Third Class Group	
	Number Participating	Hours Spent	Number Participating	Hours Spent	Number Participating	Hours Spent
Collections	66	141.5	18	45	11	27
Models	40	210	14	57	0	0
Art	24	74	8	23	3	3
Gas Engines	17	89.5	5	16.5	3	24
Scrapbook	16	23	2	8	0	0
Pet care	15	55	1	5	1	1
Photography	10	15	2	3	0	0
Pen pals	9	30	2	11	0	0
Records	9	10	1	2	1	16
Training animals	6	75	7	50.5	0	0
Photo Albums	5	2	0	0	0	0
Guns	5	27	0	0	0	0
Fly tying	4	14	0	0	0	0
Hair cutting	4	12	0	0	0	0
Radio	4	11.5	2	22	0	0
Shopwork	4	11	0	0	0	0
Fancy work	4	10.5	2	11	0	0
Dancing	4	8.5	0	0	0	0
Leather craft	3	25	0	0	0	0
Music	3	15	3	24	7	35
Gardening	3	12	1	3	0	0
Bird study	3	10	0	0	0	0
Chemistry	3	7	3	9	0	0
Maps	3	6	0	0	0	0
Sewing	3	6	0	0	0	0
Carving	3	5.5	1	1.5	0	0
Baking	3	4.5	0	0	0	0
Archery	3	4	1	14	2	12
Television	2	13	0	0	0	0
Loading Ammunition	2	6.5	0	0	0	0
Target practice	2	4	0	0	0	0

TABLE XX - Continued

NUMBER PARTICIPATING AND TIME SPENT BY THE THREE GROUPS ON  
VARIOUS HOBBIES  
(Ranked in order of frequency of participation)

Hobby	First Class Group		Second Class Group		Third Class Group	
	Number Participating	Hours Spent	Number Participating	Hours Spent	Number Participating	Hours Spent
Diary	2	3.5	0	0	0	0
Astronomy	2	3	0	0	0	0
Bike Repair	1	7	0	0	0	0
Nature study	1	6	0	0	0	0
Beadcraft	1	3	0	0	0	0
Designing clothes	1	2	3	8	0	0
Survival study	1	2	0	0	0	0
Entering contests	1	2	0	0	0	0
Arrow making	1	1	0	0	0	0
Glass etching	1	1	0	0	0	0
Sling shot	0	0	1	9	0	0
Taxidermy	0	0	1	1	0	0

Total time for entire group -- 1,419 hours

Average time for entire group --- 2.29 hours

COMPARISON BETWEEN GROUPS. A comparison of the Des Moines group with the first class group of this study reveals that Montana students participated to the extent of eighty-four per cent while the Des Moines<sup>2</sup> groups had six per cent participation. Des Moines students spent an average of three-tenths of an hour on hobbies compared to the 2.34 hours spent by participants of this study.

The second class schools compare favorably with the first class group; there is spread of one per cent in participation between the two groups, the average time spent being .7 of an hour more for the first class school. With the exception of animal training, the second class group of students have a pattern similar to the first class group.

The thirty-eight students of the two schools in the third class groups cited seven different hobbies for the week. Music was noted by students as the hobby which is second to collections. Participations here is seventy per cent or ten per cent less than the two larger groups. Of a total of twenty-five choices, eighteen were listed on the two activities, collections and music. Amount of time spent, 1.13 hours, is also less for this group. That the students in this group should be subject to more skillful guidance in choosing hobbies follows from the facts of over emphasis on collecting as a hobby and the small number of choices listed.

A total of 103 students, or one-sixth of the group, listed no hobby, this suggests that more emphasis should be placed on the importance of creative hobbies as leisure-time activities. Much satisfaction,

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<sup>2</sup> Research Department, "Leisure Time Study of Des Moines High School Boys and Girls", (Des Moines: The Register and Tribune Company, 1952), p. 19.

both to teacher and student, would arise if the student who was guided into a hobby which in later years could become his life work. This calls for much skillful guidance by the school staff and would result in an ideal life situation for the pupil involved.

COOKING AND SEWING. As previously stated, an activity is defined as a hobby when the student states that it is a hobby. Sewing was recorded as a hobby by six pupils of the entire group. A total of 264 students, nineteen boys and 245 girls, devoted 11.39 hours to sewing and cooking during the week. The average for participants is 4.34 hours with 86.14 per cent of the girls in the study devoting some time to sewing and cooking.

MUSIC PRACTICE. Music can be considered as a creative activity when the person engaged is composing. It would be more appropriate to classify music practice as a cultural activity, but as this classification is not included in this study, music practice has been included under the general heading of creative activities. Participation in this activity was not as extensive as in sewing and cooking. The total number participating for the entire sample is 224. The total time spent by these participants was 912 hours for an average of 4.79 hours per participant. Some write-in responses cited the type of instrument played. Piano led the list, the guitar was second, and a few stated saxophone and trumpet.

## II. SOCIAL ACTIVITIES

DEFINITION. Recreational pursuits can be classified into two broad areas: those carried on individually and those which are

considered as group activities. The latter type brings people together in pair or group activities as members of an audience or as part of a crowd. Activities of this sort are brought together under the heading of social activities for means of presentation in this report. The outcomes of social activities are many and varied. By more or less personal contacts, these activities help the individual overcome feelings of loneliness and isolation. They help him to become socialized and acceptable, and through them his social cravings are expanded and satisfied. People may both stimulate and guide one, and give one a feeling of self assurance, a sense purpose and direction. In this way, recreation may be considered as social education.

DUPLICATIONS INVOLVED. A section of the questionnaire specifically requested the participants to note the time spent on the activities listed. The students were also asked to add any activities not included in this list. Evidently, the list included most activities, for only on two questionnaires were items added which were not included on the list.

Many of these activities are difficult to define and to some extent are closely related. Gossiping, telephone conversations, visiting, and coke sessions can be considered as flexible and casual activities; there is no set schedule to meet and a student may participate simultaneously in more than one of these. On the other hand, church, lodge, and club activities are inflexible as participants have set schedules to meet. The figures given for these activities may be considered as being more rigid. At best, auto-drives, gossiping, and visiting are indefinite terms. Visiting may be considered from several

points of view, and should be an activity in which there is one hundred per cent participation. Generally stated, visiting means only those visits which are planned and not the casual drop-in affair. Gossiping, which takes such a large amount of time from a very large group, can be considered as the discussing of insignificant facts or for some participants as exchanging confidences. Auto trips, in the nature of joy rides, gossiping, and dating are out of control of the school, except as much as ideals and habits formed through group orientation under the school's control may carry over into the elimination of some of these activities and channel conduct into more worth while activities.

DATA FOR THE FIRST CLASS GROUP. The social activities for this group are presented in Table XXI. They are ranked in order of the number participating. Although telephone conversations rank first in number participating, the activity which ranks first in time spent and second in participation is auto drives. This activity is by far the most significant, because of the large amount of time devoted to it by such a large group. Dating ranks second in importance when the amount of time is considered although only 30.09 per cent of the group participated. Taken as a group auto-drives, gossiping, visiting, coke sessions and dating take up over half the time devoted to social activities. A comparison with the two of the activities included in this study with the same two of the Des Moines study is of some interest at this point. Visiting, one of these activities, is of far more importance for the Des Moines pupils than it is for the first class group of this study. The activity ranked second in the study of Des Moines pupils, there was 98.45 per cent participation and an average of 14.1 hours spent by

participants.<sup>3</sup> Visiting for this group, although an important activity does not rank second, and had only half the number of participants who spent an average of 3.26 hours time during the week. The second activity listed in both studies is church. The participation here is almost identical for both groups, the difference being slightly over one per cent in favor of the local group. Des Moines students spent two hours more per participant on church activities than did the first class group of this study.<sup>4</sup> A point of importance, which may be the reason for the time spent by Des Moines students in visiting, is that many of the students spend time viewing television at their friends and may consider this as visiting. At present there is no television in Montana.

DATA FOR THE SECOND CLASS GROUP. Table XXII presents questionnaire data elicited from the seven schools of the second class group. A comparison with Table XXI of the first class high school, shows a similar pattern for both groups. Auto drives rank first in importance from the standpoint of participation and time spent. As a group, these students devoted one more hour to social activities than the first class group.

DATA FOR THIRD CLASS GROUP. The thirteen social activities listed in Table XXIII show a pattern similar to the two previous tables on social activities. The only difference is the amount of time spent

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<sup>3</sup> Research Department, Ibid., p. 3.

<sup>4</sup> Ibid., p. 11.

TABLE XXI

PARTICIPATION AND TIME SPENT ON SOCIAL ACTIVITIES BY 402  
FRESHMEN STUDENTS OF THE FIRST CLASS GROUP  
(Ranked in order of number participating)

Activity	Number Participating			Total Time Spent	Average Hours Spent		Per Cent of Group Participating
	Boys	Girls	Total		Partic- ipants	Entire Sample	
Telephone conversation	91	177	268	617	2.30	1.54	66.66
Auto drives	153	109	262	1286	4.91	3.20	65.17
Church	97	110	207	507	2.34	1.26	53.93
Visiting	65	123	188	613	3.26	1.52	46.77
Family activities	81	84	165	236	1.43	.59	41.04
Coke sessions	78	82	160	268	1.67	.66	39.80
Gossiping	33	107	140	559	3.99	1.39	34.82
Dancing	14	116	130	361	2.78	.89	32.37
Dating	40	81	121	568	4.69	1.41	30.09
Lodge activities	37	34	71	279	3.92	.69	17.66
4-H Club	26	9	35	114.5	3.27	.28	8.71
Neighborhood clubs	20	12	32	86.5	2.7	.21	7.96
Scouts	21	10	31	92	3.0	.23	7.71
Horizon club	29	0	29	55.5	1.91	.14	7.21
Y Teens	14	0	14	53	3.78	.13	3.48
Civil Air Patrol	2	0	2	4	2.00	.01	.99

Total Time Spent - - - 5,699.5 hours  
Average for Entire Group -14.17 hours



TABLE XXII

PARTICIPATION AND TIME SPENT ON SOCIAL ACTIVITIES BY 178  
FRESHMEN STUDENTS OF THE SECOND CLASS GROUP  
(Ranked in order of number participating)

Activity	Number Participating			Total Time Spent	Average Hours Spent		Per Cent of Group Participating
	Boys	Girls	Total		Partic- ipants	Entire Sample	
Auto Drives	89	41	130	542	4.16	3.04	73.03
Telephone conversations	47	75	122	252	2.06	1.42	68.54
Gossiping	66	22	88	312	3.54	1.75	53.93
Church	41	45	88	198	2.06	1.11	49.43
Dancing	71	17	88	307	3.48	1.72	49.43
Coke sessions	34	54	88	179	2.03	1	49.43
Visiting	51	33	84	304	3.61	1.71	47.19
Family activities	35	46	81	319	3.93	1.79	45.50
Lodge activities	9	25	36	91	2.53	.51	20.22
Dating	4	28	32	208	6.5	1.17	17.97
Scouts	12	5	17	29	1.7	.16	9.55
Neighborhood clubs	9	6	15	41	2.73	.23	8.43
4-H club	6	8	14	23	1.64	.13	7.86

Total Time Spent - 2,805 hours  
Average for Entire Group - 15.75 hours

TABLE XXIII

PARTICIPATION AND TIME SPENT ON SOCIAL ACTIVITIES BY 36  
FRESHMEN STUDENTS OF THE THIRD CLASS GROUP  
(Ranked in order of number participating)

Activity	Number Participating			Total Time Spent	Average Hours Spent		Per Cent of Group Participating
	Boys	Girls	Total		Participants	Entire Sample	
Auto drives	18	8	26	117	4.5	3.07	68.42
Visiting	11	9	20	124.5	6.2	3.26	52.63
Church	7	13	20	37	1.85	.97	52.63
Gossiping	6	13	19	59	3.1	2.55	50
Dating	3	14	17	80	4.76	2.1	44.73
Coke sessions	7	10	17	26	1.53	.68	44.73
Dancing	3	14	17	60	4.52	1.58	44.73
Telephone conversation	2	9	11	24	2.18	.63	28.94
Family	3	7	10	26	2.6	.68	26.35
4-H Club	2	5	7	19	2.7	.5	18.42
Scouts	3	0	3	10	3.3	.26	7.89
Lodge	0	2	2	3	1.5	.01	5.26
Neighborhood clubs	0	1	1	1			2.63

Total Time Spent - 586 hours  
Average for the  
week among participants  
entire group - - - - 15.42 hours

TABLE XXIV

PARTICIPATION AND TIME SPENT ON SOCIAL ACTIVITIES BY 618  
FRESHMEN STUDENTS OF THE ENTIRE SAMPLE  
(Ranked in order of number participating)

Activity	Number Participating			Total Time Spent	Average Hours Spent		Per Cent of Group Participating
	Boys	Girls	Total		Participants	Entire Sample	
Auto drives	260	158	418	1845	4.41	2.93	67.63
Telephone conversation	140	261	401	893	2.23	1.44	64.88
Church	145	168	313	742	2.37	1.20	56.63
Visiting	127	165	292	616	2.11	.99	47.24
Family	135	137	272	581	2.13	.94	44.01
Coke sessions	115	150	264	473	1.79	.76	42.71
Gossiping	105	142	247	930	3.76	1.50	39.97
Dating	47	123	170	856	5.03	1.38	27.53
Dancing	98	147	145	728	5.02	1.17	23.46
Lodge	46	61	110	373	3.39	.60	17.73
4-H Club	34	22	56	147.5	2.62	.24	9.06
Scouts	36	15	51	119	2.33	.19	8.25
Neighborhood clubs	19	29	48	128.5	2.66	.21	7.76
Horizon Club	29	0	29	55.5	1.89	.09	4.69
Y teens	14	0	14	53	3.73	.08	2.26
Civil Air Patrol	2	0	2	4	2	.01	.32

Total Time Spent - - 9,090 hours  
Average time for  
Entire group - - - 14.71 hours

on visiting. The participants of the group averaged over six hours on visiting for the week. Because there is no telephone system in the towns involved, this activity is not of major importance as it is for the two larger groups. Participants averaged 15.42 hours on social activities which is very close to the figure for the first and second class groups.

DATA FOR ENTIRE SAMPLE. Table XXIV presents social activities for the entire sample. Reference will be made to this table in the summary where a list of significant activities will be included.

### III. SCHOOL ACTIVITIES

HOMEWORK. The purpose of this section is to present data on student participation and time spent on homework. There are many school activities which the pupils engage in outside of school hours, but none are more important than school work. Although home work can not be considered as a leisure-time activity as defined for this study, its importance as a major high school pupil activity can not be overlooked and is therefore included in this study.

DATA FOR THE FIRST CLASS GROUP. The participants were asked to note the time spent on homework for the week and day before the questionnaire was completed. Table XXV presents this data for the 402 freshmen of the first class school group. The percentage of the group participating was much less for the day than for the week. Participants of this group averaged 6.37 hours on homework during the week, not quite an hour a day. The average for the day is 1.35 hours which would give a slightly higher average for the week if this day can be considered an

average one. In comparison with the Des Moines<sup>5</sup> study, the local group had 21.92 per cent more participation and spent 1.47 hours more time during the week on studying. In both groups, more girls participate in studying than do boys.

DATA FOR THE SECOND CLASS GROUP. Home work data for the group is presented in Table XXVI. Time spent and participation in home-work is less for this group than the first class school. Sixty-five per cent of the students spent from one-half an hour to eight hours on home work during the week while thirty per cent spent from one-half to two hours for the day. Fifteen per cent of this group spent an average of one hour a day on studying.

DATA FOR THE THIRD CLASS GROUP. Questionnaire data for this group is presented on Table XXVII. This group had less participation in homework than the two larger groups. Average time spent, though less than for the first class group, is more than for the second class group students. Thirteen per cent of the students devoted an hour or more to studying during the week.

DATA FOR THE ENTIRE SAMPLE. The 618 students taken as a group averaged 4.77 hours on homework during the week. For those who participated in home work the average is 5.17 hours or an hour for each school day. There was 75.58 per cent participation in school work throughout the week for the entire sample.

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<sup>5</sup> Ibid., p. 9.

TABLE XXV

PARTICIPATION AND TIME SPENT ON HOMEWORK BY 402 FRESHMEN  
OF THE FIRST CLASS GROUP FOR WEEK AND DAY

W E E K						D A Y					
Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group	Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group
$\frac{1}{2}$	5	0	5	2.5	1.24	$\frac{1}{2}$	31	16	47	23.5	11.69
1	7	5	12	12	2.98	1	50	37	87	87	21.64
$1\frac{1}{2}$	0	3	3	4.5	.75	$1\frac{1}{2}$	29	28	57	85.5	14.18
2	11	12	23	46	5.72	2	19	22	41	82	10.20
3	13	17	30	90	7.46	$2\frac{1}{2}$	0	0	0	0	0
4	18	20	38	152	9.45	$3\frac{1}{2}$	1	5	6	18	1.49
5	25	33	58	290	14.42	$3\frac{1}{2}$	0	0	0	0	0
6	18	14	32	192	7.96	4	1	2	3	12	.75
7	27	34	61	427	15.17	$4\frac{1}{2}$	0	0	0	0	0
8	9	16	25	200	6.22	5	0	1	1	5	.25
9	2	5	7	63	1.74	$5\frac{1}{2}$	0	0	0	0	0
10	11	15	26	260	6.47	6	2	1	3	18	.75
11	0	1	1	11	.25	$6\frac{1}{2}$	0	0	0	0	0
12	3	5	8	96	1.99	7	0	0	0	0	0
13	2	2	4	52	.99	8	0	0	0	0	0
14	0	4	4	56	.99	9	0	0	0	0	0
15	2	1	3	45	.75	10	0	0	0	0	0
16	1	3	4	64	.99	11	0	0	0	0	0
18	1	1	2	36	.49	12	0	0	0	0	0
20	1	4	5	100	1.24	13	0	0	0	0	0
28	0	1	1	28	.25	14	0	0	0	0	0
Total	156	197	353	2227	67.52		133	112	245	331	60.95

Average for week:

Among Participants - - 6.37 hours

Entire Group - - - - 5.5 hours

TABLE XXVI

PARTICIPATION AND TIME SPENT ON HOMEWORK BY 173 FRESHMEN  
STUDENTS OF THE SECOND CLASS GROUP FOR WEEK AND DAY

W E E K						D A Y					
Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group	Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group
$\frac{1}{2}$	5	3	8	4	5.49	$\frac{1}{2}$	10	16	26	13	14.61
1	14	11	25	25	14.04	1	8	13	21	21	11.80
$1\frac{1}{2}$	1	2	3	4.5	1.69	$1\frac{1}{2}$	2	1	3	4.5	1.69
2	14	11	25	50	14.04	2	5	2	7	14	3.93
3	8	5	13	39	7.33	$2\frac{1}{2}$	0	0	0	0	0
4	2	8	10	40	5.62	3	0	2	2	6	1.12
5	1	6	7	35	3.93	$3\frac{1}{2}$	0	0	0	0	0
6	3	1	4	24	2.25	4	1	0	1	4	.56
7	0	5	5	35	2.81	$4\frac{1}{2}$	0	0	0	0	0
8	4	4	8	64	5.49	5	0	1	1	5	.56
9	0	0	0	0	0	6	0	1	1	6	.56
10	2	4	6	60	3.37	7	0	0	0	0	0
14	2	2	4	56	2.25	8	0	0	0	0	0
19	0	1	1	19	.56	9	0	0	0	0	0
20	1	1	2	40	1.12	10	0	0	0	0	0
21	0	1	1	21	.56	11	0	0	0	0	0
Total	57	65	122	516.5	70.52	Total	26	36	62	73.5	34.83

Average for week:

Among Participants - 4.23 hours

Entire Group - - - - 2.92 hours

TABLE XXVII

PARTICIPATION AND TIME SPENT ON HOMEWORK BY 38 FRESHMEN OF  
THE THIRD CLASS GROUP FOR WEEK AND DAY

W E E K						D A Y					
Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group	Hours	Boys	Girls	Total	Total Time	Per Cent of Total Group
$\frac{1}{2}$	1	0	1	.5	2.63	$\frac{1}{2}$	1	0	1	1	5.26
1	1	1	2	2	5.26	1	4	6	10	10	26.31
$1\frac{1}{2}$	0	1	1	1.5	2.63	$1\frac{1}{2}$	0	3	3	4.5	7.89
2	1	3	4	8	10.52	2	0	0	0	0	0
3	0	4	4	12	10.52	$2\frac{1}{2}$	0	0	0	0	0
4	2	1	3	12	7.89	3	0	0	0	0	0
5	1	1	2	10	5.26	$3\frac{1}{2}$	0	0	0	0	0
6	0	2	2	12	5.26	4	1	0	1	4	2.63
7	1	0	1	7	2.63	$4\frac{1}{2}$	0	0	0	0	0
8	1	1	2	16	5.26	5	0	0	0	0	0
9	0	1	1	9	2.63	6	0	0	0	0	0
20	0	1	1	20	2.63	7	0	0	0	0	0
Total	8	16	24	110	63.12	Total	6	9	15	19.5	42.09

Average for week

Among Participants - - 4.67 hours

Entire group - - - - 2.89 hours



#### IV. SUMMARY

This chapter dealt with creative, social, and school activities. Creative activities were considered under the headings of hobbies and sewing and cooking. Music practice was also brought in under this heading as no section of this thesis deals with cultural activities.

There were forty-three hobbies listed by students in this study. The main characteristic of these hobbies is the fact that they are constructive or creative in nature. Collecting various items was the outstanding hobby with building models the second most important. The boys chose hobbies which are scientific or mechanical in nature; the girls chose the artistic type. Over eighty-five per cent of the girls in this study participated in sewing and cooking during the week.

Participation and time spent by pupils on social activities is similar for the three groups. Social activities with more than twenty-five per cent participation and listed in order of importance are auto-drives, telephone conversation, church, visiting, family, gossiping, and dating.

Because of its importance as a major high school pupil activity, home work was included in this study. There is no great difference in participation and time spent on homework among the three groups. As a whole, there was 75.58 per cent participation and an average of 5.17 hours time spent on home work during the week. Girls participated to a greater extent than did boys.

## CHAPTER V

### READING ACTIVITIES AND AVAILABLE LEISURE TIME

Youth's interest in reading is of vital concern to teachers and parents. Because of the importance of reading, part of this chapter will be devoted to an analysis of the type of reading, time spent on reading, and the source of reading material. The remainder of the chapter is devoted to the amount of leisure-time available to participants of the study.

#### I. TYPE OF READING

A section of the questionnaire was designed to elicit information as to the type of reading engaged in during the week. The questionnaire presented a list of eighteen different types of reading which were considered to be in line with the interests of youth. The response to the list showed that every pupil engaged in some type of reading during the week. Leisure reading can be considered as being a universal activity for the participants of this study.

ANALYSIS OF TABLES. The following four tables present the questionnaire data on reading. Tables XXVIII, XXIX, and XXX present data for the separate groups while Table XXXI does so for the three

groups taken as a whole. In comparing the three groups, the similarity in choices is interesting. Newspapers and comics are the two types of reading which were chosen by seventy per cent or more of the pupils from all three groups. The remainder of the tables, although not identical closely resemble each other. The tables also show that boy's interests ran along the same line for the three groups; girls of the three groups also had similar interests. The girls chose romance while boys preferred sports and adventure. Girls reading of science, adventure, and biography was almost negligible. Reading of drama, poetry, and biography included one-eighth of the group with girls reading drama and poetry to a greater extent than boys.

The entire group of 618 pupils spent an average of nine and one-half hours on reading during the week. The first class group averaged slightly less than the two smaller groups. Pupils who read biography spent more time on reading than students engaged in other types. The reading of comics when considered for the total group is the most significant from the standpoint of time spent. Taken as a group the participants averaged 1.66 hours on comics. Adventure rated the second most important type of reading, falls behind comics in the time devoted to it by about two-thirds of an hour. Related studies show that newspaper reading is the outstanding type of leisure reading for adult as well as high school groups surveyed. This study confirms this conclusion to the extent that more students participated in newspaper reading than other types. For the most part, most students of this study who participated in newspaper reading spent about fifteen minutes a day during the week.

TABLE XXVIII

NUMBER PARTICIPATING AND TIME SPENT BY 402 FRESHMEN OF THE  
FIRST CLASS SCHOOL ON VARIOUS TYPES OF READING  
(Ranked in order of number participating)

Type of Reading	Number Participating			Per Cent of Total Group	Hours Spent	Average Hours	
	Boys	Girls	Total			Partic- ipants	Total Group
Newspaper	157	151	308	76.62	565	1.83	1.41
Comics	131	142	273	67.91	576	2.11	1.43
Adventure	137	8	145	36.06	392	2.70	.98
Sports and games	122	18	140	34.82	335	2.39	.83
The Bible	59	72	131	32.59	256	1.95	.64
Detective and mystery	46	64	110	27.36	290	2.64	.72
Romance	24	82	106	26.37	218	2.06	.54
Western	61	32	93	23.13	208	2.23	.52
Animal life	50	36	86	21.39	220	2.56	.55
Biography	54	16	70	17.41	258	3.68	.64
Drama and poetry	6	53	59	14.68	46	.77	.12
Other Lands	21	31	52	12.94	107	2.05	.27
Current Public problems	18	26	44	10.95	77	1.75	.19
Our Country	11	28	39	9.70	112	2.87	.28
Occupations	9	16	25	6.22	23	.92	.62
The Earth	16	7	23	5.72	33	1.42	.067
Fine Arts	2	20	22	5.47	28	1.27	.069
Plant Life	8	13	21	5.23	38	1.81	.94

Total Time Spent - 3,782 hours

Average for Group - - 9.48 hours

TABLE XXIX

NUMBER PARTICIPATING AND TIME SPENT BY 178 FRESHMEN OF THE  
SECOND CLASS SCHOOLS ON VARIOUS TYPES OF READING  
(Ranked in order of number participating)

Type of Reading	Number Participating			Per Cent of Total Group	Hours Spent	Average Hours	
	Boys	Girls	Total			Partic- ipants	Total Group
Comics	80	72	152	85.39	396	2.61	2.22
Newspaper	55	83	138	77.53	180	1.31	1.01
Sports and Games	69	25	94	52.81	149	1.58	.84
Western	46	36	72	40.45	184	2.56	1.03
Adventure	62	8	70	39.33	169	2.41	.95
Current Public problems	30	37	67	37.64	43	.64	.24
Romance	12	51	63	35.39	108	1.71	.61
Detective and mystery	18	36	54	30.34	157	2.90	.83
Animal life	29	15	44	24.72	113	2.57	.64
Bible	19	23	42	23.60	84	2.00	.47
Our Country	21	13	34	19.10	63	1.85	.35
Drama and Poetry	2	16	18	10.11	35	1.03	.20
Other Lands	4	14	18	10.11	29	1.61	.16
The Earth	7	6	13	7.30	22	1.69	.12
Fine Arts	3	9	12	6.74	31	2.58	.17
Plant Life	6	5	11	6.17	25	2.27	.14
Biography	7	1	8	5.49	22	2.75	.12
Occupations	3	1	4	2.24	5	1.25	.03

Total Time Spent - 1,815 hours

Average for group - - 10.19 hours

TABLE XXX

NUMBER PARTICIPATING AND TIME SPENT BY 38 FRESHMEN OF THE  
THIRD CLASS GROUP ON VARIOUS TYPES OF READING  
(Ranked in order of number participating)

Type of Reading	Number Participating			Per Cent of Total Group	Hours Spent	Average Hours	
	Boys	Girls	Total			Partic- ipants	Total Group
Newspaper	17	13	30	78.95	65	2.16	1.71
Comics	13	13	26	68.42	56	2.15	1.47
Sports and Games	14	5	19	50.00	51	2.68	1.34
Romance	1	14	15	39.47	53	3.53	1.39
Adventure	12	3	15	39.47	49	3.26	1.28
Western	8	5	13	34.21	32	2.46	.84
Bible	6	6	12	31.57	20	1.66	.53
Detective and mystery	1	7	8	21.05	11	1.37	.28
Animal Life	5	2	7	18.42	16	2.28	.18
Our Country	1	3	4	10.52	12	3.0	.31
Drama and Poetry	0	3	3	7.89	12	3.0	.31
Occupations	1	2	3	7.89	6	1.5	.16
Current Public Problems	0	2	2	5.26	6	1.5	.16
Other Lands	1	0	1	2.63	2	1.5	.08
Fine Arts	0	1	1	2.63	2	.5	.08
The Earth	0	0	0	0	0	0	0
Plant Life	0	0	0	0	0	0	0
Biography	0	0	0	0	0	0	0

Total Time Spent - 393 hours  
Average for Group - 10.33 hours

TABLE XXXI

NUMBER PARTICIPATING AND TIME SPENT BY 618 FRESHMEN OF THE  
ENTIRE GROUP ON VARIOUS TYPES OF READING  
(Ranked in order of number participating)

Type of Reading	Number Participating			Per Cent of Total Group	Hours Spent	Average Hours	
	Boys	Girls	Total			Partic- ipants	Total Group
Newspaper	229	247	476	77.02	810	1.70	.77
Comics	224	227	451	72.97	1028	2.28	1.66
Sports and Games	205	48	253	40.94	535	2.11	.86
Adventure	211	19	230	37.22	610	2.65	.99
Bible	84	101	185	29.93	360	1.94	.58
Romance	37	147	184	29.72	379	2.05	.61
Western	115	65	180	29.12	424	2.35	
Detective and mystery	65	107	172	27.83	458	2.66	.68
Animal Life	84	53	137	22.16	349	2.55	.56
Current Public problems	48	65	113	18.28	126	1.11	
Our Country	33	44	82	13.27	187	2.28	.30
Drama and Poetry	8	72	80	12.94	93	1.16	.15
Biography	61	17	78	12.62	280	3.53	.45
Other Lands	36	45	71	11.48	138	1.94	.22
The Earth	23	37	36	5.82	55	1.52	.09
Fine Arts	5	30	35	5.66	61	1.74	.10
Plant Life	14	18	32	5.18	63	1.96	.11
Occupations	13	19	32	5.18			

Total Time Spent - 5,990  
Average for Entire Group 9.57 hours

SOURCE OF READING. A portion of the questionnaire requested information as to the source of reading material. Participants were asked to note the place which was first, second, third, and fourth, etc., in importance as a source of their reading materials for the week. As was expected, the school library was cited as the main source for all three groups. Table XXXII shows that for the first class group, the public library was second in importance as a source of material. Data on source of reading material for the second and third class groups are presented in Tables XXXIII and XXXIV. These tables show that news stands are the second most important source of reading materials for these groups. The youth, living in these small towns, do not have access to public libraries as do the first class pupils, and they must rely on newstands for reading materials. The importance of a well stocked school library which is available to youth and adults can not be overstressed in the small community.

## II. MAGAZINE READING

The tremendous amount of magazines being published and sold in every conceivable place throughout the nation prompted the inclusion of a question on the kind of magazine read and the source of these magazines. Time spent reading these magazines was not requested as the participants included this time under the heading of different types of reading.

ANALYSIS OF TABLES. Table XXXV presents the data elicited by the questionnaire on magazine reading. The total number of magazines listed by participants was ninety-seven. The number choosing each magazine ranged from 292 to one. A glance at Table XXV reveals that the



four outstanding magazines read during the week were Life, Saturday Evening Post, Colliers, and Look. Life and the Post are by far the more significant if frequency of choice can be set as a criterion. The first five magazines listed are weekly publications. Because the survey was taken during the middle of the month, it may be that monthly publications are read by more students than the table shows. The one exception in choice of magazines can be noted for the third class group. The magazine second in importance for this group is True Romance; twelve pupils of the thirty-eight stated that they read the magazine during the week.

CLASSIFICATION OF MAGAZINES. Martin in her book, Magazines for School Libraries, includes a descriptive comment of popular magazines and a section on magazine classification.<sup>1</sup> Based on Martin's classification, magazines of the following type were chosen. Agriculture and pets, eight; aviation, three; consumer information, one; current comment and personality, seven; drama, five; family life and child care, two; fashion and beauty aids, four; fiction and the American scene, five; handicrafts, four; the home, six; outdoor life, six; photography, one; women's fiction magazines, four; and world today (travel), four. This classification includes sixty of the ninety-seven magazines listed. Thirty-three of the remaining magazines may be classified as follows: eleven are the love story type, an example of which is True Romance; fourteen are magazines published for male readers and tend to follow the criteria for

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<sup>1</sup> Laura K. Martin, Magazines for School Libraries, (New York: The H. W. Wilson Company, 1947), pp. 53-120.

TABLE XXXII

SOURCE OF READING MATERIAL FOR THE 402 FRESHMEN STUDENTS  
OF THE FIRST CLASS GROUP

Place	C h o i c e					
	First	Second	Third	Fourth	Fifth	Sixth
School Library	207	119	9	6	7	2
Public Library	54	86	26	13	5	6
Borrow & Exchange	35	66	33	15	13	8
News stands	39	8	31	34	13	3
Book Stores	25	45	27	27	12	8
Book Clubs	6	20	5	6	11	26

TABLE XXXIII

SOURCE OF READING MATERIAL FOR THE 173 FRESHMEN STUDENTS  
OF THE SECOND CLASS GROUP

Place	C h o i c e					
	First	Second	Third	Fourth	Fifth	Sixth
School Library	86	40	7	3	4	0
Public Library	29	18	8	9	5	1
News Stands	47	32	14	7	7	3
Book Stores	15	12	9	4	9	7
Borrow & Exchange	28	37	17	5	3	1
Book Clubs	7	8	4	5	2	15

TABLE XXXIV

SOURCE OF READING MATERIAL FOR THE 38 FRESHMEN STUDENTS  
OF THE THIRD CLASS GROUP

Place	C h o i c e					
	First	Second	Third	Fourth	Fifth	Sixth
School Library	26	8	5	0	0	0
News Stands	10	6	1	0	0	0
Borrow & Exchange	1	6	5	0	2	0
Book Stores	0	3	2	5	0	0
Book Clubs	0	4	0	0	1	0
Public Library	0	4	3	0	2	0

TABLE XXXV

PERIODICALS READ BY THE THREE SCHOOL GROUPS  
(Ranked in order of frequency of choice by first class group)

Periodical	First Class Group	Second Class Group	Third Class Group	Total
Life	212	62	18	292
Saturday Evening Post	160	71	6	237
Colliers	68	41	3	112
Look	62	39	9	110
Time	55	11	0	66
Outdoor Life	35	15	2	52
Reader's Digest	33	11	5	49
True	28	15	3	46
Seventeen	24	9	7	40
Newsweek	22	7	0	29
The American	21	2	1	24
Popular Mechanics	19	11	12	42
Movie Life	18	4	0	22
McCalls	16	9	0	25
Ladies Home Journal	16	7	1	24
Argosy	14	8	0	22
Boys Life	14	9	1	24
Modern Screen	13	1	0	14
Better Homes & Gardens	13	3	0	16
Photoplay	11	5	2	18
Field & Stream	11	19	6	36
Hot Rod	11	2	1	14
Sports Afield	11	6	0	17
American Girls	11	18	3	32
Popular Science	10	7	0	17
Quick	10	6	0	16
Screen Land	10	3	0	13
Redbook	10	2	0	12
Farm Journal	10	0	0	10
Good House Keeping	8	1	2	9
True Romance	8	8	12	28
National Geographic	8	2	0	10
Family Circle	8	0	0	8
Open Road	7	0	0	7
Male	6	1	0	7
Air Trails	6	0	0	6
True Story	5	2	0	7

TABLE XXXV - CONTINUED

PERIODICALS READ BY THE THREE SCHOOL GROUPS  
(Ranked in order of frequency of choice by first class group)

Periodical	First Class Group	Second Class Group	Third Class Group	Total
Saga	5	3	0	8
Sports	5	0	0	5
Coronet	4	1	0	5
Country Gentlemen	4	10	1	15
Men	4	3	0	7
Motor Trend	4	0	0	4
Holiday	4	0	0	4
Glamour	3	0	1	4
Woman's Home Companion	3	2	0	5
True Story	3	8	8	19
Business Week	3	0	0	3
Western Horseman	3	4	1	8
Cosmopolitan	3	0	0	3
True Confessions	3	4	3	10
New Yorker	3	0	0	3
Pathfinder	3	3	0	6
Fortune	2	0	0	2
Pageant	2	1	0	3
Ranch Romance	2	4	0	6
Modern Air News	2	0	0	2
Friends	2	1	0	3
Flying	2	0	0	2
Mechanics Illustrated	2	0	0	2
Front Page Detective	2	0	0	2
Modern Photography	2	6	0	8
Esquire	2	1	0	3
Hunting & Fishing	2	2	0	4
Adventure	1	0	0	1
War	1	0	0	1
Household	1	1	0	2
Stag	1	1	1	3
Church Period	1	0	0	1
Real Romance	1	0	1	2
Ring	1	0	0	1
Horse Lovers	1	1	0	2
Ideals	1	0	0	1
Wall Street Journal	1	0	0	1
Bit & Spur	1	0	0	1
U. S. News & World Report	1	1	0	2
Racing	1	0	0	1

TABLE XXXV - CONTINUED

PERIODICALS READ BY THE THREE SCHOOL GROUPS  
(Ranked in order of frequency of choice by first class group)

Periodical	First Class Group	Second Class Group	Third Class Group	Total
Grit and Steel	1	0	0	1
Feathered Warrior	1	0	0	1
Game Cock	1	0	0	1
Speed Age	1	0	0	1
Charm	0	0	1	1
Silver Screen	0	3	2	5
Young Romance	0	0	1	1
Open Road	0	0	3	3
Modern Romance	0	4	0	4
Love	0	1	0	1
Thrill Romance	0	2	0	2
Real	0	1	0	1
Sir	0	2	0	2
Consumers Guide	0	1	1	2
I Confess	0	1	1	2
Radio & T. V. Mirror	0	2	2	4
American Rifleman	0	4	0	4

TABLE XXXVI

SOURCE OF MAGAZINES FOR THE 608 FRESHMEN STUDENTS  
BY SCHOOL GROUPS AND ENTIRE SAMPLE

Source	G r o u p			
	First Class	Second Class	Third Class	Total
Subscription	217	84	11	312
News Stands	172	70	15	257
Neighbors	53	8	1	62
Exchange	26	9	4	39
School Library	15	54	6	75
Public Library	5	1	0	6
Barber Shop	4	1	0	5

such magazines as established by True and Argosy; eight are those which are based on sports stories such as Ring, a magazine for boxing fans. The four remaining are magazines printed by special interest groups and are not known nationally.

SOURCE OF MAGAZINES. The question requesting information on the source of reading material was repeated in the section on magazines. Table XXXVI shows that with the exception of the third class group, home subscription is the major source of magazines. The third class group relied more on news stands than on subscription. Purchasing from news stands is the second most important source for the two larger groups. It is surprising to note that of the 402 students in the first class group only fifteen used the school library as a source for magazines during the week. If upper classmen of this group do not make fuller use of the periodicals in the library, it would be difficult to justify a large expenditure for purchase of magazines.

### III. AVAILABLE LEISURE TIME

The amount of leisure time available to students of this group can be closely estimated if the time spent on eating, school, sleeping, and working or riding to and from school is known. This section will be an effort to estimate the amount of free time available after figures for the above activities are deducted from the total number of hours in a week.

TIME SPENT EATING. Various estimates may be found as to the length of time youth spends on eating. These vary from 15 minutes for breakfast to one and a half hours for dinner. For this study, one hour



of each day may be considered as time spent on eating. This includes only two meals each day, the lunch hour at school will be considered as time spent at school.

TIME SPENT AT SCHOOL. The school laws of the state of Montana require that each school day shall be six hours in length, excluding an intermission at noon. The board of trustees in a district with a population of 500 or more may fix as the school day fewer hours, provided that it is no less than four.<sup>2</sup> Schools involved in this study meet the above requirements of six hours for each school day. With a noon intermission of one hour, the children spend seven hours at school during the day. The extent to which pupils must walk or travel by bus to and from school is beyond the limits of this study. All schools involved in the study have bus routes for a portion of these pupils. In the smaller schools, some of these routes require from two to three hours of travel each day. For purposes of presentation, no attempt will be made to estimate time spent traveling to and from school that portion of unfilled leisure time may be considered as being partly taken up in this manner.

TIME SPENT SLEEPING. The questionnaire requested that students fill in the usual time they arise in the morning and retire at night. As a check, the students were asked the same question for the day previous to filling out the questionnaire. In answering these questions,

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<sup>2</sup> Montana State Department of Public Instruction, "School Laws of the State of Montana", (Great Falls, Montana: Tribune Printing and Supply Company, 1949), p. 83.

there were very few extreme responses. The usual rising time of two students was listed as 4:30 a.m. Of the total group, twenty-seven students noted a usual time for retiring which was later than 10:30 p.m. The bulk of participants, ninety-one per cent, listed 7:00 or 7:30 a.m. as the usual time of arising. For the hour of retiring, there is a greater spread. Ninety per cent of the pupils retired at 9:00, 10:00, or 10:30 p.m. Of this total, forty per cent listed 10:00 p.m. as their usual bedtime; twenty-five per cent listed 9:30 p.m.; sixteen per cent stated 9:00 p.m.; and eight per cent go to bed at 10:30 p.m. These figures are almost identical to those listed for the previous day. An individual check of each questionnaire revealed that the average amount of sleep for the 618 participants is nine and one-half hours for each night of the week. There is no great difference among the pupils of the three groups.

HOURS AVAILABLE FOR LEISURE ACTIVITIES. Adding the figures arrived at for the activities discussed in the above paragraphs gives a total of seventeen and one half hours. Using this as a basis, the students devoted 108 hours to sleeping, eating, and school during the week. Of the 168 hours available during the week, sixty can be considered as being free hours for the participants of this study. A comparison with a study by Olds on leisure activities of high school youth in St. Louis shows that the leisure-time available for youth is identical for both groups.<sup>3</sup> A report involving elementary pupils concludes that

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<sup>3</sup> Edward B. Olds, "How do Young People Use Their Leisure Time?" Recreation, 42:459, January, 1949.

these children use thirty-six per cent of the day for leisure activities.<sup>4</sup> This allows 60.5 hours for their leisure use.

#### IV. SUMMARY

Data compiled for reading shows that newspaper reading is the outstanding type of reading when number of participants is considered. Comics are more significant from the standpoint of time spent and second to newspapers in number participating. Boys chose sports and adventure magazines while girls leaned toward romance magazines. The entire group devoted nine and one-half hours to leisure reading during the week. The reading patterns of the three groups was very similar. The school library was the most important source of reading material for the two larger schools. The third class participants listed news stands as the main source of reading material.

Participants read ninety-seven magazines during the week. As in the type of reading, the choice of magazines was similar among the three groups. Life, Saturday Evening Post, Colliers, and Look were chosen by the greatest number of the group. The classification under which most periodicals were listed is published for male readers. Examples of this type are True and Argosy. Love stories of the type exemplified by True Romance showed the second greatest number of choices. Home subscriptions can be considered as the main source of magazines. The second source is news stands, while the school library seemed to be of little service to the students as a source of magazines for the week.

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<sup>4</sup> Phyllis O. Edwards, "Around the Clock with the Elementary Pupil", The Grade Teacher, 68:76, March, 1951.

An estimate of leisure time available to the students was arrived at after deducting time for sleeping, eating, and school from the total number of hours in a week. In agreement with related studies, these pupils had sixty hours to devote to leisure activities during the week.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The major objective of this study was to present a report of the leisure-time activities of 618 Montana high school freshmen for the week of March eighth through March fourteenth, 1953. Because of a lack of research on this subject in Montana, this paper should be of some interest to educators throughout the state. Information contained in this study was derived from a questionnaire which was devised after other instruments used in related studies. Various reports on activities of youth from different sections of the country were used as references and for comparison.

For means of presentation, the ten schools involved in this study were grouped into three classes. Pupils numbered 402 in the first class group, 178 in the second class group, and thirty-eight in the third class group. The various activities included in the questionnaire were also grouped into general areas, the data on these activities was presented in tabular form throughout the report.

Leisure-time as defined for this study is that portion of a person's life in which he chooses to do what he wishes. Deducting time spent for sleeping, eating, and school, the free time available to students of this study for the week is sixty hours. This agrees very closely to the figures presented by related studies. Of the sixty hours available

to participants of the study, 58.56 hours were used in the following manner: social activities, 14.71 hours; radio listening, 10.20 hours; reading, 9.57 hours; chores, 7.44 hours; homework, 4.77 hours; movies, 2.94 hours; part-time work, 2.67 hours; hobbies, 2.29 hours; team sports, 2.03 hours; and evening play 1.87 hours. The remaining 1.44 hours were spent on sewing and cooking, playing pool, physical activities, and activities not listed in the questionnaire.

There was one-hundred per cent participation in reading and in some type of social activity listed in the questionnaire. Radio listening was engaged in by 93.50 per cent of the group, 91.26 per cent of the group had chores to do during the week. Eighty-three per cent of the group spent time on hobbies. Three-fourths of the group attended movies and also spent time on homework. About one-third of the group engaged in a team sport during the week. Thirty-one per cent spent time on evening play and one-fourth of the group held part time jobs for the week. Those students who did part time work during the week spent 12.43 hours on their jobs. Part time work demanded more time from participants than any single activity listed in the survey.

Information on the type of reading is similar to that found in related studies. Reading of comics is the most significant from the standpoint of time spent. More students read newspapers than any other type of reading. The school library is the main source of reading material for the first and second class groups. News stands were checked as the main source by the third class group. A total of ninety-seven magazines were listed as being read during the week. Life, Saturday Evening Post, Colliers, and Look were chosen by the largest number of students. More magazines come under the classification of magazines

published for men, examples being True and Arctosy. Home subscription was the main source of magazines. The second source is news stands, while the school library contributed few magazines for the students' reading.

There were few significant differences between boys and girls in choosing the various activities listed in the questionnaire. The differences followed a pattern which is expected of youth at this age. Comparison among the three groups showed that the third class youth, lacked many facilities available to the larger groups. Because of this, the number of activities listed were few and were chosen by a greater per cent of the group.

Although this study cannot be considered as being truly representative of the leisure pursuits of Montana high school youth in general, it does show that more emphasis should be placed on guiding the youth involved into more worth while activities. Much can be done to channel the interests of youth into activities which are creative in nature. The time devoted to reading could be more worthwhile to the participants if the sensational and thrilling type of reading is not so appealing. Good literature should be made more appealing to high school youth than the commercial material they spend so much time on. The smaller high schools fail to a large extent to meet the needs of youth. School staffs should attempt to fill in some of the needs which are lacking in the community by making greater use of the facilities of the school.

Problems related to this study are many and varied. The following are a few beyond the scope of this study which may serve as

a basis for further research. 1. An analysis of the part time work of high school youth. 2. A survey of the activities of youth during the summer vacation. 3. A survey of the recreational facilities of the small rural communities in Montana.



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## APPENDIX



## LEISURE-TIME ACTIVITIES QUESTIONNAIRE

This questionnaire is being sent to high schools in different parts of Montana. It is an attempt to find out how freshmen boys and girls spend their leisure time. The study is being carried out at Montana State University.

### GENERAL DIRECTIONS:

This study is concerned only with activities carried on outside of school hours. It is limited to activities participated in during the past week. Fill in only those activities in which you were engaged. To be of value, your replies must be as accurate and frank as possible. This is not an individual study and will not reflect upon your school record. Follow all directions carefully.

Fill in the following:

Age \_\_\_\_ Male \_\_\_\_ Female \_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Activities for the week of \_\_\_\_\_, 1953 through \_\_\_\_\_, 1953.

- I. (a) At what hour do you generally go to bed during the week? \_\_\_\_\_  
(b) What hour do you arise in the mornings? \_\_\_\_\_  
(c) What time did you go to bed last night? \_\_\_\_\_  
(d) What time did you arise this morning? \_\_\_\_\_
- II. (a) If you have a part-time job, how many hours did you work last week? \_\_\_\_\_  
(b) How many hours did you work yesterday? \_\_\_\_\_
- III. (a) State the number of hours doing chores last week. \_\_\_\_\_  
(b) The number of hours spent on chores yesterday. \_\_\_\_\_
- IV. (a) How many hours did you spend listening to the radio last week? \_\_\_\_\_  
(b) How many hours last night? \_\_\_\_\_
- V. (a) How many movies did you see last week? \_\_\_\_\_  
(b) How many hours did you spend watching these movies? \_\_\_\_\_
- VI. (a) State the number of hours spent on home work during the past week. \_\_\_\_\_  
(b) Number of hours spent on home work last night. \_\_\_\_\_

VII. List your hobby or hobbies and the time devoted to them last week.

<u>Hobby</u>	<u>Hours Devoted</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

VIII. The following questions deal with reading. Do not include reading that has been assigned to you by your teachers. Include only that reading you chose for your own information and pleasure. Place the amount of time you have devoted to any of the following reading:

<u>Type of Reading</u>	<u>Time Spent</u>	<u>Type of Reading</u>	<u>Time Spent</u>
Our Country	_____	Fine Arts	_____
Other Lands	_____	Occupations	_____
Comics	_____	The Bible	_____
Biography	_____	Drama and Poetry	_____
Animal Life	_____	Adventure	_____
The Earth	_____	Detective or mystery	_____
Plant Life	_____	Romance	_____
Sports and Games	_____	Current Public	_____
Newspaper	_____	Problems	_____
		Western	_____

IX. Where do you get your books? Place the number "1" after the place you get most of your books; a number "2" after the place which rates second in importance, etc.

Public Library	_____	Book of the Month Clubs	_____
School Library	_____	Borrow or exchange	_____
Book Stores	_____	News Stands	_____

X. (a) What magazines have you read during the last week? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Where did you obtain these magazines? \_\_\_\_\_

\_\_\_\_\_



XI. Fill in the number of hours you spent last week on any of the following:

<u>Activity</u>	<u>Hours Spent</u>	<u>Activity</u>	<u>Hours Spent</u>
Auto Drives	_____	Music Practice	_____
Bowling	_____	Neighborhood Clubs	_____
Coke Sessions	_____	Playing Pool	_____
Church Activities	_____	Roller Skating	_____
Dancing	_____	Sewing or Cooking	_____
Dating	_____	Scouts	_____
Evening Play	_____	Team Sports	_____
Family Activities	_____	Telephone Conversations	_____
4-H Club	_____	Y Teens	_____
Horizon Club	_____	Visiting	_____
Hunting or fishing	_____	Lodge Activities	_____
Gossiping	_____	(Rainbow Girls, etc.)	_____

XII. If, in the past week, you have spent time on any activity not included in this questionnaire, list the activity and time spent on the back of this sheet.